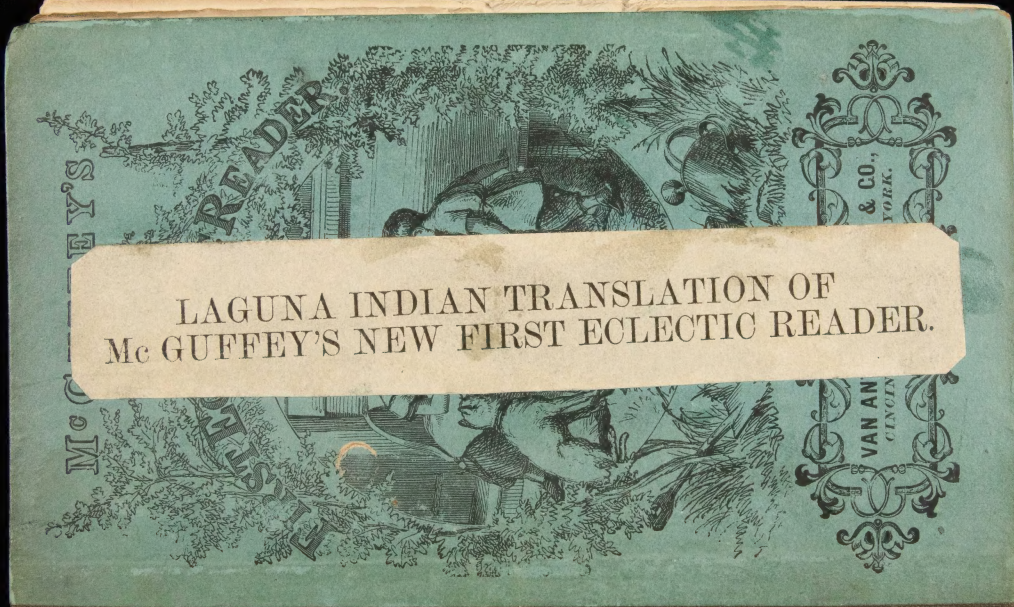

LAGUNA INDIAN TRANSLATION OF Mc GUFFEY'S NEW FIRST ECLECTIC READER.

150.5 — Laguna
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L214
M5
1882
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GUACANAGARI
MONTEZUMA
GUATIMOTZIN
POWHATAN
POCAHONTAS
SAMOSET
MASSASOIT
KING PHILIP
UNCAS
TEDYUSKUNG

PONTIAC
CAPTAIN PIPE
LOGAN
CORNPLANTER
JOSEPH BRANT
RED JACKET
LITTLE TURTLE
TECUMSEH
OSCEOLA
SEQUOYA
SHABONEE

BLACK HAWK
KEOKUK
SACAGAWEA
BENITO JUAREZ
MANGUS
COLORADAS
LITTLE CROW
SITTING BULL
CHIEF JOSEPH
GERONIMO

TO PERPETUATE THE HISTORY AND DEVELOPMENT OF THE PEOPLE REPRESENTED BY THE ABOVE CHIEFS AND WISE MEN THIS COLLECTION HAS BEEN GATHERED BY THEIR FRIEND

EDWARD EVERETT AYER

AND PRESENTED BY HIM TO

THE NEWBERRY LIBRARY

1911

LAGUNA INDIAN TRANSLATION

of

MC GUFEYF'S NEW FIRST ECLECTIC READER.

TRANSLATED AND PRINTED

BY

JOHN MENAUL.

LAGUNA, NEW MEXICO.

1882.

INTRODUCTION.

The object in translating and printing this little School Book is to enable the Laguna Indian children who attend school, to understand the English which they are learning in the Government Day School. "Mc Guffey's New First Eclectic Reader" has been selected for translation, because it was pretty well adapted to the work, and because it was being taught in the School as a Text Book.

The work would be much more satisfactory if the words were separated into syllables by hyphens; but as it is very desirable that the contents of each page of the English should be represented on the opposite page of the translation, we could not uniformly, so separate them into syllables for want of space.

In adopting a mode of spelling for the Laguna Language, our endeavor has been to use only the letters necessary to represent the Indian sounds as given by the Interpreter, (see the Alphabet for the sounds of the letters). But in this, as in all unwritten languages, many difficulties present themselves as soon as an attempt is made to reduce the language to writing. The same word is

often given under several modifications when, to an English mind, it ought to mean just the same thing and be written in the same way. These modifications are caused by the different connections in which the word is used as related to other words in the same sentence, or to different ideas in different sentences, by singular, dual or plural nominative and objective cases, by affirmative or negative assertions, or in asking a question.

Again when modifications are expected and apparently necessary, there may not be any, the peculiar idiom and formation of the Language not requiring changes where we would expect them.

It is often a question whether a word should end in *a* or *ah*, in *e* or *eh*, ĕ or ĕ*h*; or whether they should be written at all when they have only a breathed sound. In all such cases we have written the words or syllables so that we could read them ourselves wherever or in whatever connection we found them. When we could not thus read them, the spelling has been changed for one more in conformity with the true sound. We had to follow this course for want of linguistic authority on the subject.

Again, there are many click sounds which cannot be represented by our letters. These will, in time, drop out of the Language, but their place

must now be supplied by sounds which can be written, and at the same time, be intelligible to the native ear.

The greatest difficulty, in this connection, consists in the unsettled state of the Language itself, especially in the vowel sounds. This is owing to the total want of records or writing of any kind among the people; thus necessitating the Translator to depend upon the Interpreter who, in this case, being unable to read or write, can not give an analysis of even the commonest word.

The greatest difficulty in getting a literal translation consists in the want of prepositions, conjunctions etc. in the Laguna Language, and the want of equivalents of very many of our common ideas and words. The Language is very full as far as the daily customs and avocations of *these* people are concerned but exceedingly meager outside of that sphere.

The work of translating this book has been done through the Spanish Language, and has been rendered as literal as the Laguna idiom etc. would permit. The greater part of the translating was done some two years ago, and has since been used in the Day School in connection with the English as a means of enabling the scholars to understand what they read. The work of printing has extend-

ed over a year. I have done the type setting and press work in the intervals of Day School hours as opportunity permitted.

On this account, there is neither that degree of accuracy nor uniformity in spelling that is to be desired in such a work. As we advanced in the work the pronunciation of many words became plainer to us, and thus necessitated a change in spelling. We were also, becoming better able to detect those sounds only lightly articulated by the Interpreter, and the Interpreter himself was becoming better acquainted with the work of translating; yet the work as, a whole, is as near correct as we could expect under the attending circumstances.

John Menaul.

Laguna,

Valencia Co.

Feb. 20th 1882. New Mexico.

ECLECTIC EDUCATIONAL SERIES.

McGUFFEY'S

NEW

FIRST ECLECTIC READER:

FOR YOUNG LEARNERS.

By WM. H. McGUFFEY, LL. D.

VAN ANTWERP, BRAGG & CO.,

137 WALNUT STREET,
CINCINNATI.

28 BOND STREET,
NEW YORK.

Entered according to Act of Congress, in the year 1857, by W. B. SMITH, in the Clerk's Office of the District Court of the United States, for the Southern District of Ohio.

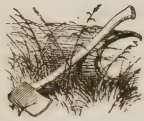
Entered according to Act of Congress, in the year 1863, by
SARGENT, WILSON & HINKLE,
In the Clerk's Office of the District Court of the United States, for the Southern District of Ohio.

THE ALPHABET.

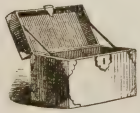
A a as a in far
AI ai as ai in aid
CH ch as ch in church
CK ck as ck in cackle
D d as d in dread
E e as e in then
E ē as ee in see
E ĕ as e in echo
EA ea as ea in teach
EI ei as ei in eider
H h as h in hoot
I i as i in pick
K k as k in kick
L l as l in lull
M m as m in mum
N n as n in nun
Ñ ñ nasal
ÑY ñy as Spanish ñ
O o as o in note
P p as p in pipe
R r as r in roaring
S s as s in sauce
SH sh as sh in should
SK sk as sk in skate
T t as t in tramp
TH th as th in thank
ṭ as tdh or t in Spa. tu
ṭy as kty, as one sound
U u as u in but
W w as w in wish
Y y as y in year
Z z as z in zone.

THE ALPHABET.

a	A	*a*	n	N	*n*
b	B	*b*	o	O	*o*
c	C	*c*	p	P	*p*
d	D	*d*	q	Q	*q*
e	E	*e*	r	R	*r*
f	F	*f*	s	S	*s*
g	G	*g*	t	T	*t*
h	H	*h*	u	U	*u*
i	I	*i*	v	V	*v*
j	J	*j*	w	W	*w*
k	K	*k*	x	X	*x*
l	L	*l*	y	Y	*y*
m	M	*m*	z	Z	*z*

A a  AX ax

F f FAN fan

B b  BOX box

G g GIRL girl

C c CAT cat

H h HEN hen

D d DOG dog

I i INK ink

E e ELK elk

J j JUG jug

A a AX ax	F f FAN fan
Opkowañye	Opopots
B b BOX box	G g GIRL girl
Kasha	Makutsa
C c CAT cat	H h HEN hen
Musa	Kwako
D d DOG dog	I i INK ink
Tēya	Omistchits
E e ELK elk	J j JUG jug
Tyusha	Spuna

K k KID kid Karawash	P p PIG pig Kochēno
L l LARK lark Lark	Qq QUAIL quail Kwastoëts
M m MAN man Hutstse	R r RAT rat Suña
N n NUT nut Tyeiañye	S s SUN sun Oshatcha
O o OX ox Weyes	T t TUB tub Asa

K KID
k kid

P PIG
p pig

L LARK
l lark

Q QUAIL
q quail

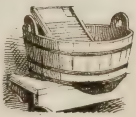
M MAN
m man

R RAT
r rat

N NUT
n nut

S SUN
s sun

O OX
o ox

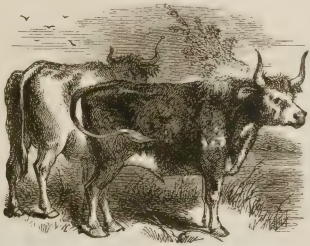
T  TUB
t tub

LESSON I.

Immēt̨a t̨ua iske weyes?
t̨ua immetsa iske weyes.
t̨ua imme satyashe weyes..

Nutyĕĕko t̨ochosa hinometitch?
How tyu nutyĕĕko t̨ochosa hinometitch?
Hinometitch how tyu nutyĕĕya t̨ochosa.

Eikeia tyĕĕcho hinome?
Tē keia tyĕĕcho hinome?
Hinome imme eikeia tyĕĕcho.



LESSON I.

Let the child spell each word in the line, then read the line.

SPELL.	READ.
is it an ox	Is it an ox?
it is an ox	It is an ox.
it is my ox	It is my ox.
do we go	Do we go?
do we go up	Do we go up?
we do go up	We do go up.
am I in	Am I in?
am I in it	Am I in it?
I am in it	I am in it.

LESSON II.*

Is it an ax?
It is an ax.
It is my ax.
Is it by me?
My ax is by me. So it is.

Is he in?
He is in.
Is he by me?
Do we go in?

It is I.
It is he.
We do it.
Do as we do.

* Spell each word in the line; then read the line, as in Lesson I.

LESSON II.

Immeţa ţua iske opkowañye?
ţua immetsa iske opkowañye.
ţua immetsa sopkowanye.
Howĕko stya sēpsho hinome opkowañye?
Sopkowañye imme howĕko sēpsho hinome.
Ha imme tēska.

Eikeia ţyacho?	Imme ţo hinome.
Eikeia ka.	Wa immetsa.
Immeţa howĕko stya sēpsho hinome?	Hinometitch enyechana.
Nutyĕpo ţochosa hinometitch keia?	Epech immeĕ hinometitch esetchanatshe

LESSON III.

Iske kowe⸢toñyeme kaiechonye kwako.
Itye kwako nēyo⸢tyo?

Iske tsanawañye tēya.
Tēya kakoh iske hutstse.

Iske sitchu weyes.
Cha⸢owe sopĕ.

Iske kisha⸢a kochēno
Itye kochēno ñyomētst⸢yo?

Iske kukañye waksh.
Eicheish waksh ashañye sewast⸢yañye.

LESSON III.*

A sly hen.
Can she fly?

A bad dog.
It bit a man

A big ox.
Let him go.

A fat pig.
Can it run?

A red cow.
Has she hay?

* Spell each word in the line; then read, as in Lesson I.

LESSON IV.*

Can the cat
get the rat?

See the rat.
Was it hid?

See the kid.
Can it run?

A sly fox.
He had a hen.

An old ape.
Can he hop?

* Spell each word in the line; then read, as in Lesson I.

LESSON IV.

Itye musa nityatyo suña?

Sēokutch suña.
Choēskomush suña?

Sēokutch karawash washtye.
Itye karawash washtyē nyomētstyo?

Iske kowe!oñyeme kaiechoñye mastya.
Mastya keikakah iske kwako.

Iske hustchētsa ape.
Itye no!ots!atyu ape?

LESSON V.

Immeṭa ṭua iske eistchustche? ṭua immetsa iske eistchustche. Immeṭa ṭua seistchustche? ṭua imme seistchustche. Musa washṭye imme howka seistchustche.

Iske opopots ka Ann. Ityе hishome ñyopopotsañyeṭyoma hinome? Hinome ityе ñypopotsañyeshoma hishome. Hishome ityе ñyopopotsañyeshoma hinome. Hishome ṭyopopotsañe hinome.

LESSON VI.

Hinome sēokutch iske kavayo. Ityе hishome ñyokutchsho kavayo? Ha, ha, hinome ñyokutchse. Kavayo ityе ñyomētsko. Muh kavayo, O, sēokutch kavayo komeṭsa!

Hinome sēokutch iske kochēno. Kwae imme skeie kishaṭa kochēno! Ityе kochēno ñyomētsṭyo? Kocheno satse ityе ñyometskoño. Kochēno imme skeie kishaṭa satse ityе ñyo mētskoño.

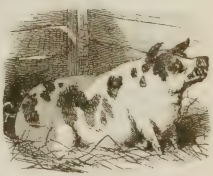
LESSON V.

Is it a bed?
It is a bed.
Is it for me?
It is for me.
Kit is on my bed.

A fan for Ann.
Can you fan me?
I can fan you.
You can fan me.
You do fan me.

LESSON VI.

I see a nag.
Do you see it?
Yes, yes, I do.
The nag can run.
See it, O, see it run!



I see a pig.
How fat it is!
Can the pig run?
It can not run.
It is too fat to run.

LESSON VII.

An old log hut.
A new log hut.
Is it for me?
Is it for you?
It is for us.

See my fat ox.
Is it an old ox?
It is an old ox.
It is not a red ox.
It is a dun ox.

A sly old ape.
It has a nut.
Get it for me.
May I get it?
Yes, if you can.

O, see the fly!
How it can fly!
It bit an old ox.
Can the fly run?
Yes! run, fly, run!

LESSON X.

Iske sawēñye kowwoh koats.
Iske natse kowwoh koats.
Imme ɬa sowwoh hinome?
Imme ɬa chuchowwoh hishome?
Imme suchaowwoh.

Sēokutch satyashe weyes kisha ɬa.
Imme ɬa ɬua iske hustchētsa weyes?
Imme iske hustchētsa weyes.
ɬua imme weyes satse kukañyesho.
ɬua imme iske kwēme kukañye weyes.

Iske kowe ɬoñyeme kaiechoñye hustchētsa ape.
Ape kaikoiya iske tyeiañye.
Howe keikome tyeiañye koyotseme hinome.
Itye hinome neiyowotye nitɬatye tyeiañye?
Ha, hishome itye kowko.

O, sēokutch tsape!
Kwae itye tsape tsea ɬa!
Tsape kako iske hustchētsa weyes.
Itye tsape ñyomētstyo?
Ha! ñyomētsko, tsape, ñyomētsko!

LESSON VIII.

Immeṭa ṭua iske waksh?
ṭua immetsa iske waksh.
ṭua imme satyashe waksh.
Waksh satse hate ashañye sewastchañye.
Pityesha waksh ashañye sewastchañye.

Hinome sēokutch iske asa.
Asa imme tseya.
Itye hishome heya nowyastchēsho?
Ha, hinome itye.
Hinome itye heya nowyastchēse.

O, sēokutch satyashe musa!
Musa imme eitinyeañu stchu ka iske eistchustche.
Musa kokutcha iske suña.
Suña kokutcha musa.
Suña komēts kotyeiṭye.

Sēokutch sashe natse keiskuucheiko.
Kwae itye keiskuucheiko katsa.
Hishome itye ñyenaṭacho iske.
Satse nowēṭaanyekweashoño iske.
Hinome satse nowēṭaanyekweashoño.

LESSON VIII.

Is it a cow?
It is a cow.
It is my cow.
She has no hay.
Let her be fed.

I see a tub.
The tub is big.
Can you use it?
O yes, I can.
I can use it.

O, see my cat!
He is on a mat.
He saw a rat.
The rat saw him.
The rat ran off.

See my new top.
How it can hum.
You may get one.
Do not beg one.
I do not beg.

LESSON IX.

See! a new cap.
A cap for you.
I had a cap.
It was new.
Now it is old.

See the big kid.
It is my pet kid.
Is it not shy?
My kid is shy.
Let us go out.

It is an elk.
The elk is sly.
The dog saw him.
He saw the dog.
The elk ran off.

See the dog run.
It saw a man.
The man did say,
pup, pup, pup!
The dog ran off.

LESSON IX.

Muh! iske natse oshtyatṭhuts.
Iske oshtyatṭhuts nasho hishome.
Hinome saiske oshtyatṭhuts.
Immeč oshtyatṭhuts natsetsa.

Sēokutch karawash washtye sitchu.
Tua imme satyashe karawash washtye sotchowētyo.
Immeṭa karawash washtye satse kowkutseiosho?
Satyashe karawash washtye imme kowkutseiosho.
Hina showo nutyěko chatye.

ṭua imme iske tyusha.
tyusha imme kowkutsaiyawe.
Tēya kokutch tyusha
tyusha komētsa kotyetyu thoko.

Sēokutch tēya komētsa.
Tēya kokutcha iske hutstse.
Hutstse čkatsa, tēya washtye, tēya washtye, tēya washtye!
Tēya komētsa kotyetyu thoko.

LESSON X.

Hinome ityе ñyokutchse hishome musa.
Hishome musa ityе ñyokutchtyuma hinome?
Musa imme eistyu tinyeyaño styuka washats soshtyatłhuts natse.
Yoko thoko hustchētsa musa.

Hinome sēokutch iske tēya.
Hinome ñyokutchse iske tēya washtye.
Ityе hishome ñyokutchtyuma hinome?
Tēya thick tēya washtye ityе ñyomētsłako setyu.

Ned thick katyashe kavayo.
Ityе ñyomētstyo kavayo?
Ityе ñyomētstyo kavayo tyĕĕ?
Ha, kavayo ityе ñyomētsko; thick ityе Ned ñyomētsko.

Sēokutch koyowtsa kwako.
Satsena kwako chēshałа?
Ityе kwako ñyeyotyo?
Ityе kwako ñyeyotyo tyĕĕ?
Kwako ityе nēyoko.

LESSON X.

I can see you, cat.
Do you see me?
The cat is on my
new fur cap.
Get off, old cat.

I see a dog.
I can see a pup.
Do you see me?
The dog and pup
may run all day.

Ned and his nag.
Can the nag run?
Can it run far?
O yes, the nag can
run; so can Ned.

See the old hen.
Is she not fat?
Can the hen fly?
Can she fly far?
The hen can fly.

LESSON XI.

I see an old cat.
The old cat is by her pet kit.
The cat and kit are on a rug.

A sly old fox, and a fat old hen.
The fox did try to get the hen.
Did the hen fly?

dog	boy	get
log	joy	let
hog	toy	set
fog	coy	bet

Do you see the boy and his dog?
Is it a dog, or is it a fox?
Is it a fox? O no, it is a dog.
The dog can run; so can the boy.
Now, Tom, let us see you run.

LESSON XI.

Hinome sēokutch iske koyowtsa musa. Koyowtsa musa imme aihowčko kawashtye sotchoowčtyo musa washtye. Musa shĕ musa washtye immetsapa eistchu eistchustche tyēka stchu ka.

Iske kowe̱tonyeme kaiechoñyme hustchčtsa mastya, shĕ iske kishata koyowtsa kwako.

Mashtya imme čko nityakonishe kwako.

Ñyeyotyo kwako?

tēya	mutyetsa	tseeina
sitch	sewēstchea	ityĕčtsa
kochēno	owēsheiañye	epech
heashe	kowkwetsē̱ta	kutyeeh

Itye hishome ñyokutchtyo mutyetsa thick katyashe tēya? Imme̱ta ̱tua iske tēya, komĕ imme̱ta ̱tua iske mastya? Imme̱ta ̱tua iske mastya? Sah, ̱tua imme iske tēya. Tēya itye ñyomētsko; thick imme̱ itye mutyetsa ñyomētsko. Keitsho, Tom, shoukchina hinometitch shomētsanshe.

LESSON XII.

stchomo	the	etsetch
sēokutch	itye	him
katsa	tseaṭa	mutyetsa
ñyekutchṭoko	hishome	owēstcheaanye

Itye hishome ñyokutchṭyo stchomo? Eiṭya stchomo nyekutchṭokoñyesho? O ha! Hinome sēokutch stchomo. Stchomo eistchuka ñyekutchṭokoñyesho. Itye stchomo ñyeyoṭyo? Thick itye stchomo natsaṭyo? Stchomo itye ñyeyoko thick natsako. Ha! taah stchomo itye.

hinome	itye	sēokutch
ṭaah	koyastchokotse ha	
ah	Ned	tyĕĕ
eie	Tom	hishome

Ned itye hishome ñyoyastchokotstcho? Itye hishome ñyoyastchokotstcho tyĕĕ? Ha, hinome itye ñyoyastchokotse. Hinome itye ñyoyastchotse taah tyĕĕ. Itye hishome ñyoyastchokotstcho Tom? Itye hishome ñyoyastchokotstyuma ṭoma hinome tyēka? Ha; sēokutch hinome. Hinome itye ñyoyastchokotse ṭoma tyĕĕ hishome tyēka, Ned. Hinome itye ñyoyastchokotse hĕmako tyĕĕ kwa hishome itye. Ha! ṭaah hishome itye. Showoh keitsho shoyastchokotsaño.

LESSON XII.

bee	the	do
see	can	him
hum	fly	boy
bud	you	joy

Do you see the bee? Is it on the bud?
O yes! I see the bee. It is on the bud.
Can the bee fly? Can it hum too?
The bee can fly and hum. Ah! so it can.

me	can	see
so	hop	yes
ah	Ned	far
oh	Tom	you

Ned, can you hop? Can you hop far?
Yes, I can hop. I can hop so far.
Can you hop, Tom? Can you hop to me?
Yes; see me. I can hop to you, Ned.
I can hop as far as you can.
Ah! so you can. Now let us hop.

LESSON XIII.

Ann	ten	old
are	six	you
am	big	how
as	but	why

Ann, how old are you? I am six.
Are you but six? Why, I am ten.
But you are not as big as I am.

Ned	too	but
Hal	was	bad
pet	box	odd
pig	boy	who

Ned has a pet pig. Do you see it?
Is it not an odd pet? Can it run?
Hal has a pet hen. His hen can run.
Can she fly? Can she fly or run far?
Ned, who has the pig, is a bad boy.
Hal is a big boy, but not a bad boy.

Simple and familiar words, not found in the reading lesson, are occasionally introduced into the spelling list.

LESSON XIII.

Ann	kuts	koyowtsa
immetsapa	schis	hishome
imme	sitchu	kwae
ṭaah	sko	sekoma

Ann, hatso kusheitye shaah hishome? Hinome imme schis kusheitye. Immeṭa hishome nowe schis kusheitye? Sekoma, hinome imme kuts kusheitye. Sko hishome satse hĕmakokuṭaow hĕmakosuttyeshe hinome.

Ned	mame	sko
Hal	mēsho	satse tawa
koowētyosewasho	kasha	satse ṭyuetsaow
kochēno	mutyetsa	howe

Ned katyashe iske koowētyosewasho kochēno. Itye hishome ñyokutchtyo kochēno? Immeṭa ṭua kochēno iske kwēme natse koowētyosewasho? Itye kochēno ñyomētsṭyo? Hal katyashe iske koowētyosewasho kwako. Katyashe kwako itye komētsa. Itye kwako ñyeyoṭyo? Itye kwako ñyeyoṭyo shĕ ñyomētsṭyo tyĕĕ? Ned, howe keikoiya kochēno imme iske satse tawa eachatsaow. Hal imme iske kocha each, sko satse sah tawatsaow each.

LESSON XIV.

kaash	ka	ţaah
kukañye	the	iske
koeach	epech	mēsho
koweia	and	Ann

Ann tseañyekwea katyashe tēya howtyu kukañ-ye kamastye keianatye. Tēya etsetch kwae sēch-añyeshe. Tēya howţyu etsetch kamastye kaashtyu. Hishome satse chokutch tēya? Tēya howtyu satse iska kamastye nowe howtyu kamastye kukañye etsetch.

suña	tyĕĕ	keiţhoa
seeina	koweţoñyeme	koweiskutyetsţa
kaikoiya	komēts	sēokutch
tēya	hishome	stchomo

Itye tēya nityatyo suña? Pokutch, sēokutch. kwae kaiechonye koweţoñyeme immetsa tēya. Ah, wa keitsho tēya kaikoiya suña. Hishome chokutch komētsţa suña? Ñyomētstyo suña tyĕĕ? Tēya satse seotyemētyo omētse tyĕĕ. Tēya sitya suña.

LESSON XIV.

lap	its	as
red	the	one
did	put	was
bid	and	Ann

Ann bid her dog put up its red paw. The dog did as it was bid. It put its paw in her lap. Did you not see it? It put up no paw but the red one.

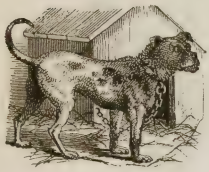
rat	far	fee
get	sly	lee
has	run	see
dog	you	bee

Can the dog get the rat? See, see, how sly he is.

Ah, now he has the rat. Did you see the rat run? Did it run far?

The dog did not let it run far. The dog did get the rat.

LESSON XV.



is	fat	let	lay
us	sty	fed	ray
my	not	bit	say
the	pig	now	pay

I see a dog. The dog bit my pig.
Is my pig in the sty? Let us see.
The dog can not see my pig now.
Let the fat old pig be fed.

boy	lid	off	ill
put	sat	out	pill
box	cat	ran	kill
hen	the	eye	mill

A boy put a cat and a hen in a box.
The boy sat on the lid of the box.
The cat bit the hen; and the hen put out the eye of the cat.
The boy got off the lid of the box. The cat got out and ran off.

LESSON XV.

imme	kishaṭa	ṭo pech	eipecha
hinometitch	seiyastchema	pityesha	keispechaṭye
sashe	satse	kako	ĕkatsa
the	kochēno	weie	petsoa

Hinome sēokutch iske tēya. Tēya kako satyashe kochēno. Immeṭa satyashe kochēno eikeia seiyastchema? Hanye showoh hinometitch ūyokchana. Tēya satse itye ūyokutchshoño satyashe kochēno weie. Pityesha kishaṭa hustchētsa kochēno imme paowyaṭa.

mutyetsa	aastche	tyĕĕ	sewasa
epech	kokwea	chaṭye	wawa koṭots
kasha	musa	komets	kaowṭa
kwako	the	howanaañye	aṭyewañye

Iske mutyetsa anutseponeie iske musa thick iske kwako kasha tyēkañuh. Mutyetsa kokwea eistchu aastche kasha tyēka stchu. Musa kako kwako, shĕ kwako kowanaṭyeko musa. Mutyetsa saaṭa aastche kasha. Musa thoko chaṭye shĕ komēsa tyĕĕ.

LESSON XVI.

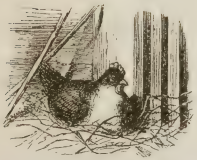
sewasa	ṭaah	she	kaeitse
mame	the	epech	koshṭo
tseeina	komēts	ashañye	kaiastche
kwako	oshatcha	mēsho	stchatchu

Kwako mēsho mame sewasa satse ityе ñyeputtyekoño; sko kwako satse mame sewasako satse ñyoṣtokoño. Kwako eistyu kaah ashañye sewastchañye tyēka stchu. Kwako eistyu kaah ashañye sewastchañye tyēka stchu, kaaspeċh.

kaash	ṣtoēts	kaeitse	seio
koowētyo	she	wēpĕñye	kocha
tēya (karawash washtye)		kopyowkwea	ĕka
Ann	kashe	iske	koṭots

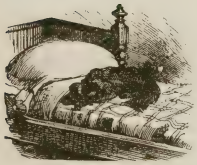
Ann ka iske koowētyo tēya-kaash. Ann sēohĕċtsanye tēya-kaash eityu eitsimme eistchusche tyēka tyu Ann kashe. Ann sityesha tēya seio hĕme zĕ kapeweshe. Katyashe tēya satse kotchow kwa iske karawash washtye kotchanshe; satse kochaño kwa iske karawash washtye iske seie sēanshe hustchētsa. Eisutchtya iske sēpĕ imme kukañye.

LESSON XVI.



ill	as	she	lie
too	the	put	die
get	run	hay	pie
hen	sun	was	hie

The hen was too ill to get up; but she was not so ill as to die.
The hen was put on the hay. She was put on the hay, in the sun.



lap	tip	lie	all
pet	she	ear	tall
dog	kid	eat	call
Ann	her	one	ball

Ann had a pet lap-dog. She let it lie on her bed.
She fed it of all she had to eat.
Her dog was not as big as a kid; not as big as a kid one day old.
The tip of one ear was red.

LESSON XVII.

let us our fay
hot fun out hay
dog can new nay
hog put with day

It is a hot day. Let us go out.
Let us go out with our dog.
We can go to the new-cut hay.
We can put hay on our dog for fun.

all oh fit the
for aid we this
his bid are that
God our eye then

O! my God, let me do no sin. Aid me to do as I am bid.
Our God can see all we do. Let all I do be fit for his eye.
Let me do to all as I am bid. Let me do as all are bid to do to me.

LESSON XVII.

ţo pach hinometitch sutchaţyashetshe pame kowweicha koēshai chaţye (ashañya sewastchañye)

tēya	itye	natse	sah
kochēno	epech	eskawa	sechuma

Weie imme iske seie aţumatse. Showoh chaţye. Showoh choţye nutyčko sutchaţyashetshse tēya. Hinometitch itye nutyčko ashañye sewastchañye weie seotsotstche. Hinometitch itye ñyoptyiname sewastchañye satyashetshe tēya ţoma nowawēsheiţyēya.

seio	eie	tawa	the
ka	komatsanye	hinometitch	ţua
kashe	koweia	immetsapa	wĕĕ
Dios	sashetshe	howanaañye	hamasho

O! nashtēa Dios, pame kohĕĕtsanye hinome sotsitseshe. Komatsanye hinome ekochañye kwae hinome seechanyeshe. Sanashtēashe Dios itye ñyuwakutch skwachoma seio hatso zē esechanatshe. Komatsanye hinome hatso zē etsechanshe ţyokochanshe kutchanaţyēa. Komatsanye hinome esetch seio haño hatso zē kwae hinome choyañyekweanishe. Komatsanye hinome esetch haño kwae seio haño sheañyekweanishe ekochanye hinome.

LESSON XVIII.

mastya	kishaṭa	komēts	seaṭa
hustchētsa	suña	kwako	koweṭonyeme
ĕkatsa	musa	tēya	kotsitchṭa
itye	oshṭyatṭhuts	kokutch	kuskeitsṭa

Mastya itye ĕkatsa: hinome imme soweṭonyeme seiechonye. Hinome satya iske koyowtsa kishaṭa kwako. Iske hutstse sēokutch hinome. Iske tēya sēokutch hinome. Hinome sēomēts shĕ soēskomush. Hinome imme mame soweṭonyeme seiechonye satse itye iske hutstse nityastyomaño hinome. Iske tēya satse itye nityastyomaño hinome, hinome seomētsa.

kotsotsṭa	ṭomēka	to	kaeitse
kwachinñyea	sipkawēṭa	etsetch	pame
satse	okweañye	eistchustche	koshṭo
and	kustchĕtsṭa	oshatcha	stchatchu

Musa itye ĕkatsa: hinome satse ñyotsosaskoño, hinome sewachinyea. Hinome itye ñyomētse. Sēokutch hinome itye nityase iske suña. Hinome itye nityase iske tsape, tsape satse tyĕĕ tsēono. Hinome itye sēostchetsṭa, thick hinome itye neitsese kanachowēma. Hinome itye neitsese eitinyeyañuṭyu iske eistchustche tyēka, ko sewastchañye tyēka tyu.

LESSON XVIII.

fox	fat	ran	fly
old	rat	hen	sly
say	cat	dog	try
may	hat	saw	cry

The fox may say: I am sly.
I had an old fat hen. A man saw me.
A dog saw me. I ran and hid.
I am so sly, a man can not get me.
A dog can not get me, if I run.

sip	few	to	lie
lap	hew	do	tie
not	pew	rug	die
and	mew	sun	hie

The cat may say: I do not sip, I lap.
I can run. See, I can get a rat.
I can get a fly, if it is not too far off.
I can mew, and I can lie in the sun.
I can lie on a rug, or on the hay.

LESSON XIX.

far	lay	ten	use
jar	say	hen	man
car	may	pen	egg
bar	play	wen	eggs

The hen may say: I can run. I can fly, but not far up in the air.
I can lay eggs, and am of use to man.
The fox and the rat may get me; but if I see the fox or rat, I run off.

see	joy	tea	rose
bee	toy	kill	dose
flee	coy	dew	hose
glee	boy	new	nose

The bee may say: I fly in the air. I sip, but I do not get in the tea-cup.
I sip the dew on the rose, and fly off.
Boy, do not try to kill me; for I am of use to man.

LESSON XIX.

tyĕĕ	eipech	kuts	tawa
spuna	čkatsa	kwako	hutstse
kareta	itye	otyatyeṭañye	nawčka
tseama	koōshai	sineichañye	hinome

Kwako itye čkatsa: hinome ñyomētse. Hinome itye ñyeyose, sko satse mame tinyeae eiseshṭai. Hinome itye nawčka ñyewayaskoma, shĕ hinome immet a eiyaawe hutstse tyčka. Mastya thick suña itye nityaskoma hinome; sko hinome sēokutch mastya suña, hinome komētse tyĕĕ.

sēokutch	sewēstchea	tea	akutchtse
stchomo	owēshaiyañye	kaowṭa	tsēpakwea
kotyettye	kaowkowētseṭa	tskaah	astyeponeime
sewēstchea	mutyetsa	natse	wēshonye

Stchomo itye čkatsa: hinome ñyeyose tinyeae eiseshtai. Hinome seototsṭa, sko satse hinome styuitsiptyo oweisṭane tea tyēya nēskasinishe. Hinome seotsotsṭa tskaah akutchtse tyčka, shĕ yoko sēo tyĕĕ. Mutyetsa, satse ččkoño ñyomutyetsaskomañyesho hinome; stchĕ hinome imme tawatsṭa hutstse tyčka.

LESSON XX.

Ann	mēsh kope	sēokutch	hishome
Tom	mastya	sitchu	eskawa
Tray	suña	waksh	skotsip
čkatskwea	tēya	him	popyowtsa

ţua imme hustchētsa Tray. Tray imme iske sitehu tēya. Itye hishome sēokutch sutchatyashetshe hustchētsa Tray, sitchanishe tēya? Tom thick Ann sityesheţaño tēya. Tēya ñyomētsko hamatsa Tom Ann popyowtsaño tēya. Keitsho, Tray, hañye showkacha hinome kwa hañye hishome itye ñyomētsho.

Sly	kochēno	sko	eel
hutstse	kwako	ţo pech	koţawatchţa
kayawaţeie	kwae	and	kaţaka
keiyawčč	weie	sekoma	kamaţyeţyañyekwea

Sly itye enetchako kwae seechañyeshe. Sly imme iske tēya sewasho koowētyo. Sly itya kaatchţyea ñyomētsko iske kochēno ko thick iske waksh. Sly kaatchţyea ñyomētsko iske mastye ko thick iske weyes. Sly itye kaatchţyea ñyomētsko iske kwako ko thick iske suña. Iske mastya ko thick iske kochēno satse natchţyeyakoño ñyomētskoño Sly.

LESSON XX.

Ann	fed	see	you
Tom	fox	big	with
Tray	rat	cow	will
tell	dog	him	call

It is old Tray. Tray is a big dog.
Do you see our old Tray, the big dog?
He is fed by Tom and Ann.
He will run if Ann and Tom call him.
Now, Tray, let me see how you can run.

Sly	pig	but	eel
man	hen	let	peel
met	how	and	heel
mud	now	why	feel

Sly will do as he is bid. He is a pet dog.
He will run at a pig or a cow.
He will run at a fox or an ox.
He will run at a hen or a rat.
A fox or a pig will not run at Sly.

LESSON XXI.

get	try	but	eel
did	use	you	feel
can	saw	low	heel
mud	now	may	peel

I saw an eel in the mud, and I did try to get it, but did not.
May I try now? No, it is of no use.
It is low in the mud. You can see it; but you can not get it if you try.

let	kit	do	are
she	am	the	now
but	her	not	why
has	bid	will	may

Let the cat be: she has a kit.
Do not go to her now, but sit by me.
Why may I not go to her now?
Do not ask why, but do as you are bid.
I will do as I am bid. I will not go.

LESSON XXI.

tseeina	kotsitchṭa	sko	eel
koeach	keiowo	hishome	kaowṭa
itye	kokutch	nutseaah	kaṭaka
keiawĕĕ	weie	itye	koṭawatsṭa

Hinome sĕokutch iskē eel eikeiyawĕñyesho, shĕ hinome sĕka keika nityase eel, sko satse ityetsaow. Itye hishome nityatye weie? Sah, satse tsētyomaño. Eel imme mame nutseaah kaah eikeiyawĕñyesho. Hishome itye ñyokutchtyo eel; sko hishome satse itye nityashoño eel paṭo hishome sĕka nityachoñyeko,

ṭo pech	musa washtye	etsetch	immetsapa
she	imme	the	weie
sko	kashe	satse	sekoma
ka	tseanyekwea	kowstcheaanye	ityĕĕtsṭa

Pame musa: musa imme kowwashtye musa washtye. Pame kanitchtyea musa tyēka weie, eiseapĕ sēpsho hinome eihowĕkose, Sekoma satse itye hinome weie ñyenitchtyeaskoño musa tyĕka? Satse shepĕṭo sekoma, sko epech kwae hishome sheechanshe. Hinome ekeich kwae seechanshe. Hinome pame kanitchtēa.

LESSON XXII.

kopyowkwea ityĕĕtsa howe heyatsa nawēka
anamatye kua sekoma mametawa nawēka
kastchochtse kua zē kowwaa kaiatanish
keikapinye koēshai hama kwawaa kaiatanish

Zē heityetsa eikuatsishe tyēka tyu?

Iske kowwaa. Iske kowwaa imme eikuatsishe tyēka tyu.

Zē heityetsapa eikowwatsisho?

Nawēka. Nawēka immetsapa eikowwatsisho.

Kowwaa imme eikuatsishe tyēka tyu.

Zē heityetsapa eikeiatyu nawēka?

Keiatanish. Keiatanish immetsapa eikeiatyu nawēka.

Nawēka immtsapa eikeiatyu kowwaa.

Kowwaa imme eikuatsishe tyēka tyu.

LESSON XXII.

eat	free	who	lest	egg
seat	tree	why	best	eggs
heat	trees	what	nest	bird
neat	spree	when	nests	birds

What is in the tree?
A nest. A nest is in the tree.

What are in the nest?
Eggs. Eggs are in the nest.
The nest is in the tree.

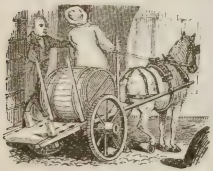
What are in the eggs?
Birds. Birds are in the eggs.
The eggs are in the nest.
The nest is in the tree.

SPELLING is of the utmost importance in securing the progress of the young learner in *reading*.

LESSON XXIII.

air	rice	rat
fair	vice	rats
hair	nice	cats
pair	mice	hats

A dog will bark and run and play.
A cow will give milk if well fed.
A hen will lay eggs on the hay.
A sly cat will get mice and rats.
A bird will sing in the tree all day.



cart	tree	egg
bark	bird	eggs
hark	sing	give
mark	milk	horse

A horse can draw the cart and man.
A bee will fly in the air and hum.
An ox or a cow will eat hay.
A fox will eat hens. He will eat mice and rats too. Ah, the sly old fox!

Always see that the spelling lessons are thoroughly studied.

LESSON XXIII.

seshṭai	aroz	suña
kwēme stchumuts	sotsimme	suña
hachañye	añyĕtse	musa
ṭyuetsaa	seañu	oshṭyatṭhuts

Iske tēya itye seianowwatsṭa thick komēts thick koēshai. Iske waksh itye nasṭeieko hoēne tse nowya opewekasho. Iske kwako itye ñyuweiatsoma nawēka eiashañe sewastchañye tyēka tyu. Iske kaiechoñye koweṭoñyeme musa itye nityako seañu ko thick suña. Iske kaiatanish itye natsako eikuatsishe stychu setyu.

kareta	kua	nawēka
seianowwatsṭa	kaiatanish	nawēka
achacha	kuyoṭa	kowooh
katyachañye	hoēne	kavayo

Iske kavayo itye howwe ñyeyotseko kareta thick hutstse. Iske stchomo itye ñyeko tinyeae seshṭaiyañyeshoĕ shĕ natsako. Iske weyes ko iske waksh itye nopĕko ashañye sewastchañye. Mastya itye nopĕko kwako. Mastya thick itye nopĕko seañu thick suña. Ah, koweṭoñyeme kaiechoñye mastya.

LESSON XXIV.

Mary	heya oponeime	kavayo	suesish
Lucy	keiṭonitsṭa	keiskutse	(wa ṭeistche
Kitty	ñyoakwechskoma	pĕĕcha	tsēmoṭye)
(keikapinye	(sēotsipa sa	(satse	keiaṭye
koh)	imme putcha)	sotsimme)	kowskets

sitchu	sēoska	mokeicha
waksh	nowṭako	Zion
kamapa	sitchu	sityachane
koṭots	kowetyu koseĕh	kwēme tawa

Immeṭa ṭua iske tēya, ko iske waksh, ko iske weyes? Sah; ṭua satse immetsaow iske tēya, ko satse immetsaow iske waksh, ko satse immetsaow iske weyes. ṭua imme iske mokeicha. Muh katyashe sitchu kowetyu koseĕh thick sēoska. Mokeitcha itye nowṭako iske hutstse. Mokeitcha itye kamapatyēa iske hutstse ñyoṭotsko heikame katcha kamapa.

LESSON XXIV.

Ma-ry	cov-er	po-ny	lit-tle
Lu-cy	hov-er	bo-ny	ket-tle
Kit-ty	lov-er	co-ny	set-tle
la-dy	cov-et	ho-ly	met-tle

big	tail	li-on
cow	kill	Zi-on
paw	long	let-ter
blow	mane	bet-ter

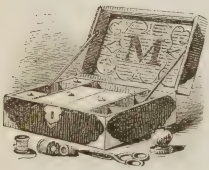
Is it a dog, or a cow, or an ox?
No; it is not a dog, or a cow, or an ox.
It is a li-on. See his long mane and tail.
The li-on can kill a man. He can kill a man with one blow of his big paw.

Many words of two syllables are more simple than some monosyllables of three, four, and five letters.

LESSON XXV.

get	six	what	lie
got	you	when	die
bed	mix	where	pie
sun	now	play	fie

Get up, Lu-cy. Do not lie in bed now. It is day, and the sun is up. Ma-ry got up at six, and is out at play.
Up, up, Lu-cy, why do you lie in bed? Get up, Lu-cy, and go out to Ma-ry.



red	new	the	came
has	Ann	this	same
box	was	that	fame
you	said	then	tame

Ma-ry has a new box, a big box. Let us go and see it. The box is red Ma-ry said it was for her: so, Ann, it can not be for you.
It has M on the cov-er; M for MA-RY.

LESSON XXV.

tseeina	schis	zē	kaaitse
wa tseeina	hishome	hama	koshṭo
eistchustche	keiasha	haṭye	seiastche
oshatcha	weie	koēshai	pame

Epaṭyu, Lucy. Satse na sekeiṭṭyo seschatsa weie. Weie imme sechomatsa, stchĕ oshahatcha imme tyĕčtyu thoko. Mary sēpaṭye stchis, shĕ imme chaṭye koēshaiya. ṭyuna, ṭyuna, Lucy, sekoma hishome kutyekei eiṭyu kuṭṭyeschatsa? Epaṭtyu, Lucy, shĕ chaṭye ēma Mary kaapsho.

kukañye	natse	the	chaatse
ka	Ann	ṭua	immeĕ
kasha	mēsho	wĕčh	saañyemasa
hishome	ĕkatsa	ṭaah	satse kowkutseioshow

Mary ka iske natse kasha, iske sitchu kasha. Hañye showo hinometitch ñyokchana kasha. Kasha imme kukañye. Mary ĕkatsa, kashe imme ka: ṭaah, Ann, kasha satse ityе nashoño hishome. Kasha ka M eiṭyu kowṭame; M imme nasho Mary.

LESSON XXVI.

seshṭai	kite	sēokome
tēe	kowooh	natse
sitya	eskawa	tyuitseyo
pitya	hama	shumatsa

Tēe imme Tom thick kashe natse kite. Tom čkatsa shumatseshe Ned tyčka, sēokutch sashe kite! Hamatsa kite imme citseshṭaiyañyesho, hishome ityc nityatyesho kite. Ned tsēyo eskawa Tom, shē sit-yatye kite. Tom komēts, shē kite tyuitseyo. Shē Tom sowhoh sēokome Ned.

ka	iske	chattye
sēokutch	tyue	oshṭyatṭhuts
mutyetsa	kokutch	nowe
Ned	natse	suesish

Ityc hishome ñyokutchyo mutyetsa? ṭua imme shumatseshe Ned. Ka Ned iske tyowshṭatṭhuts natse? Ityc hishome ñyokutchtyo oshtatṭhuts. Ned imme eikaacho kochēno ñyokutchko katyashe kochēno suesish. Hinome sēokutch kochēno kop-yowkwe kwēme chupkumñye. Weie imme sho kwe-me chupkumñye. Satse ityc koch no ñyomotyo wa eikaacho-

LESSON XXVI.

air	kite	line
here	gave	new
held	with	rose
hold	when	lit-tle

Here is Tom with his new kite.
Tom said to lit-tle Ned, See my kite!
When it is in the air, you may hold it.
Ned went with Tom, and held the kite.
Tom ran, and the kite rose. Then Tom gave the line to Ned.

has	one	out
see	two	cap
boy	saw	on-ly
Ned	new	lit-tle

Do you see the boy? It is lit-tle Ned.
Has Ned a new cap? Can you see it?
He is at the pen to see his lit-tle pig.
I saw it fed at one. It is now on-ly two.
Can not the pig get out of its pen?

LESSON XXVII.

sun	see	west
may	how	down
gone	why	kill'ed
came	soon	set-ting

May I get my cap, Ned? We can go and see the sun set.

See, Ned, how red it is. Why is the set-ting sun so red?

Will it soon be down in the west?

Yes; the sun will soon set in the west.

A dog saw a rat.
A cat saw it too.
The dog ran for it, but the cat got it.

How did the cat get the rat?

I will tell you. The sly old cat was hid. The rat had gone in-to a box; but it came out of it too soon.

The cat put her paw on it, and killed it.

LESSON XXVII.

oshatcha	sēokutch	yonapuh
ityе	kwae	nutseaah
thoko	sekoma	kaowɬa
chate	hawēna	ñyusotsaɬa

Ityе hinome nitɬatye sowstyatɬhuts, Ned? Hinometitch ityе nutyeakwea ɬochosa ñyokchinɬochosa oshatcha ñyusotsaɬa. Sēokutch, Ned, kwae kukañye kaeitch kopuñye oshatcha. Sekoma imme mame kukañye kaeitch oshatcha ñyusotsaɬa? Hawēna oshatcha ñyusoñyeɬatyo yonapuhñyeañu? Ha; hawēna oshatcha yonapuhñyeañu sonyeko.

Iske tēya kokutch iske suña. Iske musa kokutch suña thick. Tēya komēts niɬyako suña; sko musa sitya suña. Kwae ityе musa sitya suña? Hinome shope hishome. Koweɬoñyeme kaiechoñye hustchētsa musa kwēskoma. Suña howtyupo iske kasha tyēka; sko suña setyomoh hawēna kasha tyēka. Musa titya kamapañyea suña, shē kaowɬa suña.

LESSON XXVIII.

komunyesho tseeina akutchtse hustchētsa
oskeits amoko sēpakwea čkatsa
sitcha kotsitchta wēshoñye kaishtai
čkatsa (satse sēkstcheshow) astyeponeime kowskets
kowtsutchtsa keiata sepēta kotsaiawēta

hustchētsa sewasa keiatah
immeĕ pasho hishome
amometsa mēsho cheiowoh
(satse sēkstcheshow) sĕka suesish

tua hustchētsa hutstse imme amometsa, thick sewasa, shē satse sēkstcheshow. tua hutstse imme sēyotseya katyashe tēya, iske suesish tēya kukañye. Mēsh meiko tua hutstse imme keika mutyetsa, immeĕ hishome; sko weie imme hustchetsa, shē sewasa, shē amometsa. tua hutstse satse howe keiatchshow pasho ñyomatsēomañyesho. tua hutstse ñyotsipatsēoma ñyeotseyatseomañyeshe katyashe tēya suesish.

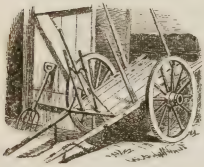
LESSON XXVIII.

well	find	rose	old
bell	kind	dose	told
sell	mind	nose	cold
tell	blind	hose	bold
fell	grind	pose	scold

old	sick	son
like	care	you
poor	once	take
blind	must	lit-tle

This old man is poor, and ill, and blind.
He is led by his dog, a lit-tle red dog.
Once he was a lit-tle boy, like you; but now he is old, and sick, and poor.
He has no son to take care of him.
He must be led by his lit-tle dog.

LESSON XXIX.



cart	this	seek
part	that	meek
dart	thou	cheek
tart	there	cheeks

Do you see the new cart and the fork?
Is it a new cart, or is it an old one?
It is a new one, but the fork is old.
A new cart and an old fork.
Do you not like to ride on the cart?

lips	eye	doll
hair	eyes	gave
wax	Jane	small
blue	cheeks	Su-san

Lit-tle Jane Day has a new doll.
She went to see Su-san Page, and Su-san gave her this doll.
It is a wax doll, and has blue eyes.
It has red lips and cheeks.
Jane has a small box to put it in.

LESSON XXIX.

Kareta	ʈua	sēeipaʈyekwea
shukasha	wĕĕ	tawa haño
ishʈoa	hishome	howapoñye
sēpuña	weiye	kowawapo

Itye hishome ñyokutchʈyo ʈua kareta natse thick omishʈoeye? Immeʈa ʈua iske natse kareta, komĕ immeʈa ʈua iske sowēñye kareta? ʈua imme iske natse kareta, sko omishʈoeye imme sowēñyetsa. Iske natse kareta thick iske omishʈoeye sowēñyetsa. Satse hishome howʈyu ñyopcho kareta ʈyēka ʈyu?

sēmocha	howanaanye	wak
hachanye	howanaanye	sowoh
sēstchēñye	Jane	suesish
kwisk	howawapo	Susan

Each Jane Day ka iske natse wak. Jane thoko kokchañye Susan Page, shĕ Susan sēuʈʈye ʈua wak Jane. Wak imme sēstchēñye, thick kana kwisk. Wak imme sēmocha thick kowawapo kukañye. Jane ka iske suesish kasha eiʈyu ñyetseko wak.

LESSON XXX.

skashe owañye	keitsaatse	mutyetsa
skashe	kamaskuucheiko	kaiatanish
ayowstyowañye	tseeina	sēoshētsa
seokome	skutyits	kowshutsa

Iske skashe, iske skashe owañye, iske ayowstyowañye, thick iske seokome. Itye iske skashe neitsaatsetyo? Itye iske skashe neitsaatsetyo tyĕĕ? Ha, iske skashe itye neitsaatseko settyu. Skashe itye neitsaatseko tyĕĕ kwae itye iske mutyetsa komētsanshe, ko thick suesish kaiatanish kwae itye tseaṭanishe tyĕĕ.

of	kotsotsṭa	seshṭai	ṭona
tsēo	tea	chatye	ha
stchomo	sashe	sekoma	hishome
tskaah	nakutchṭako	keiatsa	weiye

Itye hishome ñyokutchtyo sowskuttye? Iske stchomo imme eikeiaka oskuttye tyēka. Sekoma howkop stchomo oskuttye tyēka? Immeṭa oskuttye natyo iske stchomo? Sah, oskuttye satse imme nakoño stchomo. Stchome howkop oskuttye tyēka kotsotsṭa tea. Kotsots stchomo shĕ yoko tsēo. Tsēo chatye seshṭaiyanyesho. Nakutchṭako tyēka thoko thick kotsotsṭa kashe tskaah.

LESSON XXX.

net	swim	boy
fish	swing	bird
pole	found	lend
line	round	rend

A fish, a net, a pole, and a line.
Can a fish swim? Can it swim far?
Yes, a fish can swim all day.
It can swim as far as a boy can run,
or a lit-tle bird can fly.

of	sip	air	yet
fly	tea	out	yes
bee	my	why	you
dew	bud	in-to	yon

Do you see my cup? A bee is in it.
Why did the bee get in the cup? Is the
cup for a bee? No, it is not for a bee.
The bee got in-to the cup to sip the tea.
Sip and be off, bee. Fly out in-to the air.
Get in-to the bud, and sip its dew.

LESSON XXXI.

air	duck	fast
fair	luck	past
take	pond	swift
make	bond	swim

Do you see the duck? Can it swim? Can it fly too? Yes, the duck can fly and swim. It can fly far.

It can swim in the pond, or fly in the air.

The duck can swim in the pond all day.

oak	owl	aft-er
saw	gun	raft-er
was	tree	sun-set
said	shot	sit-ting

An owl was sit-ting in an oak tree.

The owl can not see by day; but it can see aft-er sun-set.

A boy saw the owl, and said to a man, An owl is in the top of the oak.

The man got his gun and shot the owl.

LESSON XXXI.

seshṭai	wayosho	hawēna
kweme schumuts	kowyĕĕ	seatyu
keiowoh	koweiañyesho	seeí
koeach	keimatshe	keitsaatse

Itye hishome ñyokutchṭyo wayosho? Itye wayosho neitsaatseyoṭyo? Itye wayosho ñyeyoṭyo thick? Ha wayosho itye ñyeyoko shĕ neitsaatseko thick. Wayosho itye ñyeyoko ṭyĕĕ. Wayosho itye neitsaatseko eikoweiañyesho, ko ñyeyoko eiseshṭaiyanyesho. Wayosho itye neitsaatseko eikoweiañyesho seṭyu.

hapañye	kokop	hamasho
kokutch	ocheiots	pachama
mēsho	kua	keispechaṭya
ĕkatsa	kocheiots	kokwea

Iske kokop imme eisṭyuka iske kuatsishe hapañye. Kokop satse itye nēkañyekweakoño sechumatse; sko kokop itye nēkañyekweako kopunye oshatcha. Iske mutyetsa kokutch kokop, shĕ kope iske hutstse, Iske kokop imme eistchuka kuatsishe stchu hapañye. Shĕ hutstse keiowooh kowcheiots shĕ kocheiots kokop.

LESSON XXXII.

tyĕñye	kokutch	kowetyumechañye
beer	china	seochawañye
haweēma	nutseae	keiotse
howeputţa	koskuttye	ĕkatsa

O Tom, haweēma shĕ pokutch tyĕñye. tyĕñye tyēka? Sekoma, Ned, immeţa wĕĕ iske tyĕñye? Ha, wĕĕ imme iske tyĕñye. Satse itye hishome ñyokutchtyomo? Satse na tyĕñye imme mame kowkutseiowo thick kaiechonye? tyĕñye howethok nutseae eichina nakop koskuttye.

Jane	kochacha	Sam
amomatsa	eisitch	suesish
keiowo	nutsatye	keiokei
keiatsa	naskeine	keiokei

Amometsa Jane! Kashe wak imme kaowkaiotse. Suesish Sam Page imme eikeiatsa. Jane ţotsetch kashe wak, shĕ Sam Page koţa wak. Sam Page eichokwea wak einutsatyañu; shĕ weie wak imme keiokei. Wak kashe kunaskeiţoa imme yoko kaeich. Satse itye hishome ñyokutchtyo wak kunaskeiţoa eie nutsatye?

LESSON XXXII.

deer	look	to-ken
beer	brook	sto-len
come	down	bro-ken
some	drink	spo-ken

O Tom, come and look at the deer.
At the deer? Why, Ned, is that a deer?
Yes, it is a deer. Can you not see?
Does not the deer look wild and shy?
He has come down to the brook to drink.

Jane	fall	Sam
poor	left	lit-tle
took	floor	broke
room	head	bro-ken

Poor Jane! Her doll is bro-ken.
Lit-tle Sam Page was in the room.
Jane had left her doll, and he took it
He let it fall on the floor; and now it
is bro-ken. Its head is bro-ken off.
Do you not see it on the floor?

LESSON XXXIII.

mel-on	fol-ly	play	o-ver
fel-on	sor-ry	clay	ro-ver
lem-on	sol-id	slay	do-ver
wag-on	cop-y	stay	clo-ver

saw	tree	found
lost	took	ver-y
nest	were	sor-ry
eggs	plum	seems

Has the poor bird lost her nest?
See how sad and sor-ry she seems.
Lit-tle Sam Page saw the nest.
He found it in a plum tree, and took it.
He took it for the eggs that were in it.
Was he not a ver-y, ver-y bad boy?

LESSON XXXI.

melone	satse kosomo	koēshai	eiyoe
sotsetsetch	kotsitchţa	hatse	ţokanitchtēa
lemon	keio	kaowţa	dover
karo	sityachane	hatsomasho	kopewewa

kokutch	kua	wa tseeina
keiawanishe	keiowooh	mame
kowaah	immetsapa	kotsitchţa
nawēka	sirawĕ	kokutch

Imme keiawanishe amooh kaiatanish katyashe kowaatsishe? Pokutch kwae kotsitchţa thick satse sewēstchea immetsa kaiatanish. Suesish Sam Page kokutch kowaah. Sam Page tseeina kowaah eityuka kuatsishe styuka sirawĕ, thick chaowasha kowaah. Sam Page cheiowo kowaah nako nawēka zē immetsapa eityuka kowaah. Satse na immetsaow Sam Page iske mame, mame sa kweţonyemishe each?

LESSON XXXIV.

owas‡añye	tyeeipatye- kwea koh	kwako hutstse	sewatow
mame-koso	eityuotye	flock	koshamats
page	iska	dock	kainatye‡ai
sanawanye	naia	aastche	sewēstchea
gage	omoh	kutch‡yo	kotsiska

Ann	oh	imme
pĕĕsh	weie	shĕ
kutchashe	kwae	sewēstchea
sityachane	eskawa	naia

Ann hishome itye pĕĕsh kutchashe sityachane weie, shĕ hinometitch nochomosochooh chatye. Ann pĕĕsh kashe sityachane, kosh‡yat‡hutsa, shĕ imme Ann komēts‡a katyashe tēya koowē‡yo. Ann thoko eskawa ka naia; shĕ kwae skwēstchēa immetsa Ann!

LESSON XXXIV.

cage	lov-er	cock	ral-ly
sage	cov-er	flock	sal-ly
page	oth-er	dock	par-ry
rage	moth-er	lock	hap-py
gage	broth-er	rock	sap-py

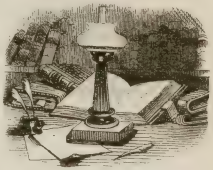
Ann	oh	was
shut	now	then
your	how	hap-py
book	with	moth-er

Ann, you may shut your book now, and we will go out.

Ann shut her book, put on her hat, and then she ran for her pet dog.

Ann went with her moth-er; and oh, how hap-py she was!

LESSON XXXV.



mill	lace	light	laid
mills	face	right	paid
pills	pace	sight	maid
hills	trace	night	braid
rills	place	fight	a-fraid

lark	pur	lie
bark	like	still
hark	mat	place
mark	puss	a-fraid

My fat pup will bark like a dog.
A dog will lie on a mat or a rug.
Puss will pur, if I place her in my lap.
She will lie still in my lap and pur.
Is not puss a-fraid of the pup? No; but she is a-fraid of the old dog.

LESSON XXXV.

awañye	seokome	mashatsa	eipech
awaañye	hoaweñye	stuts	keitsoa
wawa-koṭots	sastche	ṭyeme	makutsa
skoṭotse	trace	kupsh	kowanechañye
sispeyaṭa	heitye	koweipe	seuchu

lark	katsa	kaeitse
kotseiawēṭa	koskeio	pestcheko
kachachaṭyaya	eistchustche	heitye
kwetyumechañye	musa	seuchu

Satyashe kishaṭa tēya wasṭye itye nutseiawēṭako ṭaah iske tēya. Iske tēya itye eitinyeṭyu kaeitse iske seshchatsa ko thick iske washats itye kaeitse. Musa itye kuyoṭa, shĕ hinome ṭyushaṭaawe musa eistchu shaah satyashe. Musa makoko pestyeko neitseko eistchu shaah satyashe shĕ thick kuyoṭa. Satse sēotshosho musa tēya washṭye ṭyēka? Sah; sko musa sēotsho hustchētsa tēya.

LESSON XXXVI.

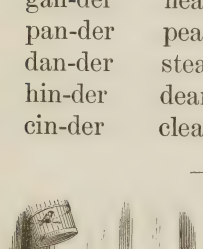
shoṭa-hutstse	wawashow-chañye	kohotsa	howse kaastche
otyekona	kowmotsṭa	seoyastostotsṭa	pittya
wetyetsatse	kochowa	seyaawa	pa-katchuittye
tyunamats	koowētyo	katittyo	otsemastcheme
pischañye	kanaschochoe	kweichopitsṭa	kwēchokos

kaiatanish	tseeinokwea	kuyoṭa
pokutch	kochowa	satse tsēpeio
koowētyo	seañna	kechatchoa
musa	satse tawa	kaiyotsetsa

Itye hishome ñyokutchtyo musa thick satyatyemishe koowētyo kaiatanish? Haah musa tseeino kaiatanish, musa nówṭako kaiatanish. Musa itye nityako tseañna; stchĕ tseañna skowachawaya shĕ tseañna wēchintsekwea hinometitch tyēka. Sko musa satse itye sityako satyashetshe koowētyo kaiatanish. Kaiatanish kuyoṭa shĕ sachatchoa hinometitch kayotsetse.

LESSON XXXVI.

gan-der	heal	crip-ple	latch
pan-der	peal	dim-ple	catch
dan-der	steal	pim-ple	batch
hin-der	dear	sim-ple	patch
cin-der	clear	rip-ple	match



bird	gets	sings
look	steal	wake
dear	mice	wakes
puss	harm	morn-ing

Do you see puss and our pet bird?
If puss gets the bird, she will kill it.
Puss may catch the mice; for they steal and do us harm.
But puss must not have our dear bird.
It sings and wakes us in the morn-ing.

LESSON XXXVII.

peach	fine	ly-ing
beach	nice	fly-ing
reach	large	fry-ing
teach	what	try-ing

O Ma-ry, do come and see the peach!
Is it not a nice large one?
Is the peach for me, or is it for you?
It is not for you or me. It is for Lu-cy.
Ah! what a fine peach Lu-cy will have.

ah	eye	o-pen
bird	eyes	ly-ing
were	since	mo-ment
down	clos'ed	sleep-ing

Ah! see the sly puss ly-ing down.
How still she is: her eyes are closed.
but puss is not sleep-ing.
A mo-ment since her eyes were o-pen.
If she can, she will get our bird.
O! do not let puss get our bird.

LESSON XXXVII.

loraz	sittyumishe	kwepĕtyitta
sinowts	keikapinye	tseata
tsipcheia	sitchu	keinitta
skosomeshta	zē	kockchinkwea

O Mary, haweĕma shĕ pokutch loraz! Satse na immeta tua iske loraz añyetse sitchu? Immeta tua loraz natye hinome, sko immeta tua loraz nacho hishome. Loraz satse imme nashoño hishome thick satse naskoño hinome. Loraz imme nako Lucy. Ah! kwae skeie añyetse loraz koĕĕ kutcha Lucy.

eie	howanaanye	saatawe
kaiatanish	howanaanye	kwepĕtyitta
immetsapa	kē	tohatsoma
nutseae	kuuchei	sēpei

Ah! muh koweţoñyeme kaiechonye musa eityu kaeitse. Kwae pestcheko immetsa musa: musa kana imme kucheie; sko musa satse immetsaow tsēpeiyo. to hatsoma musa chucheie kana imme thick styuttye. Sko musa itye, musa nityako satyashetshe kaiatanish. O! satse showeañyetyo musa pame pitya satyashetshe kaiatanish.

LESSON XL.

wakune	karñyĕro washtye	kaaiko
karawash	shoeanatyu	meiko
maskokanishtēa kokutch		itye
karñyĕro	ţo na washtye	seiastchema

Immeţa ţua iske karñyĕro komĕ iske karawash, komĕ immeţa ţua iske karawash washtye? ţua satse immetsaow iske karawash washtye, ko satse iske karawash. ţua imme iske karñyĕro. Immeţa ţua iske koyowtsa karñyĕro, ko immţa ţua iske ţo na washtye karñyĕro? ţua imme iske koyowtsa karñyĕro. Karñyĕro tsēwēyo kowashtye karñyĕro washtye. Kwae kotsitchţa immetsa karñyĕro.

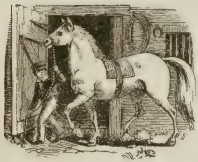
kowsēnits	tawa	haweēma
sēoska	sityesha	kanishtēa
showooh	howanaañye	kavayo
mistchits	kutchtchashe	suesish

Hinome skotsip ţua kavayo. Hinome skotsip katyashe sitchu sēoska. Hinome skotsip katyashe suesish kanaskeittye thick katyashe kana mistchits. Haweēma, kavayo, kwēme kowsēnits. Howckanishtēa. ţaah! hishome wĕ howĕchēots añye kawatyeich sēoska tawa. Kutchtchashe kanaskeie imme tinyease kanaskeitye. Weie pityesha kavayo seiastcheme katyashe shĕ thickina pityesha ashanye kavayo tyēka.

LESSON XXXVIII.

coat	lamb	car-ry
goat	jamb	tar-ry
creep	looks	a-ble
sheep	young	sta-ble

Is it a sheep or a goat, or is it a kid?
It is not a kid or a goat. It is a sheep.
Is it an old sheep, or is it a young one?
It is an old sheep. She has lost her lamb. How sad she looks.



trot	well	come
tail	feed	move
take	eyes	horse
dark	your	small

I like this horse. I like his long tail.
I like his small head and dark eyes.
Come, sir, trot a lit-tle. Move. So! you car-ry your tail well.
Your head is up. Now take him to the sta-ble, and feed him.

LESSON XXXIX.

one	stop	with
two	rest	black
cow	noon	white
plow	soon	horse

Can the man plow with one horse?
He can plow with one, but he has two.
Ah! so he has; a black and a white one.
Can he plow all day? O yes; but he will stop at noon to rest.

boy	milk	bread
cow	what	but-ter
said	gives	din-ner
your	which	dri-ving

An old man met a boy dri-ving a cow.
The old man said, My lad, what is your cow good for?
The boy said, Our cow gives milk.
From milk we make but-ter. We eat but-ter with bread for our din-ner.

LESSON XXXIX.

iske	eiṭopech	eskawa
ṭyue	koanutch	mistchits
waksh	sunatsiṭṭyu	stchumuts
oṭyeitsimme	hawēna	kavayo

Itye iske hutstse iske kavayo nopotsitsṭyo ṭyēa? Hutstse itye nopotsitsko iske kavayo, sko hutstse ṭyue katyaṭye kavayo. Ah! ṭaah imme hutstse ka; iske mistchits thick iske stchumuts. Itye hutstse nopotsitsṭyo seṭyu? O ha; sko hutstse itye nowanachako sunatsiṭṭyeye shĕ nēwanachako.

mutyetsa	hoēne	pah
waksh	zē	ishaṭye
ĕkatsa	skowooh	sunatsṭyĕĕ nopse
kutchchashe	heitye	keiapotsṭa

Iske hutstse hustchētsa kayeieiṭyuma iske mutyetseshe keiaposṭa iske waksh. Hustchētseshe hutstse ṭa ĕkatsa, zē heitye tawatsa imme kutchchashe waksh? Mutyetsa ĕkatsa, suchatyashetshe waksh kashṭeie hoēne. ṭua hoēne hinometitch sowowechana ishaṭye. Hinometitch nochape sochosa ishaṭye thick pah sunatsṭyĕĕ nopse.

LESSON XL.

natse	tawatsa	howe
añyĕtse	sityachane	sánawe
kwētse	tawatsa	kutchashe
ka	haweēma	sowooh

Haweēma, Mary, shĕ pokutcha sashe natse sityachane. Iske natse sityachane, Lucy, chutcha hishome iske natse sityachane? O ha, shĕ sityachane imme skeie añyĕtse sityachane thick. Ha ɬaah hishome kutcha. Howe kuɬyuɬye sityachane hishome? Kutchánawe? Kwae añyeshokutch thick tawa immetsa kutchánawe.

hawe	tsē nopko	ɬyukañye
shokaka	kowēcha	shoɬa
shokaka	suesish	china
kokutch	nowya	sitch mame

Tua imme iske shokaka eskawa kaɬyaɬyemishe suesish shokaka. Shokaka immetsapa eichina. Itye hishome ñyokutchɬyo shokaka? Shokaka kokutch kwētse iske shoɬa; sko shokaka imme sitch mame, shĕ stchumuts kwae hawe. Shokaka ka sitch kowēcha thick suesish kasɬye. Shokaka sátse tawatsaow opewe satse nopskoño.

LESSON XL.

new	good	who
nice	book	aunt
such	kind	your
have	come	gave

Do come, Ma-ry, and see my new book.
A new book, Lu-cy, have you a new book?
O yes, and it is such a nice one too.
Ah! so you have. Who gave it to you?
Your aunt? How kind and good she is.

snow	food	loose
swan	neck	goose
swans	short	riv-er
looks	much	larg-er

This is a swan with its lit-tle swans.
They are in a riv-er. Can you see them?
The swan looks like a goose; but it is larg-er, and as white as snow.
It has a long neck and short legs. It is not good for food.

LESSON XLI.

bird	rests	gloss-y
come	ri-ses	gold-en
wing	sis-ter	set-tles
thing	pret-ty	shi-ning

See! oh see this shi-ning thing!
It rests its gold-en, gloss-y wing:
Its wing so bright with gold-en light;
Say, is it not a pret-ty sight?

Sis-ter, sis-ter, come and see!
'Tis not a bird, 'tis not a bee:
Ah! it ri-ses, up it goes;
Now it set-tles on a rose.

seal	hear	that	aw-ful
heal	haste	then	law-ful
steal	waste	these	arm-ful
takes	rings	those	let-ting
rakes	sings	there	set-ting
bakes	wings	thine	bet-ting

LESSON XLI.

kaiatanish	kowanacha	kostchemitsʇa
haweēma	ʇyuitseyo	kochinñye
koasa	sakwech	kokwea
heityetse	anyĕtse	konupitsʇa

Pokutch! oh sēokutch ʇua imme konupitsʇa poreika! Poreika kowanatcha katyashe koasa kochinñye thick kostchemitsʇa: Katyashe koasa mame mashatsa imme mashatsa kochinñye; Ekatsa, immeʇa ʇua satse na iske añyetse sēokutch?

Sakwech, sakwech, haweēma shĕ pokutch! ʇua satse immetsaow iske kaiatanish, ʇua satse immetsaow iske stchomo: Ah! poreika tseyo, poreika tinyeae tseyo; Weie poreika eitinyeaʇyu kokwea iske akutchtse ʇyēka kokwea.

tsaaah	sekah	wĕĕ	tsē tsēocho
sēotseipo	stchastchu	shĕ	sʇutshe
kochowa	ʇotsetch	ʇua	saakashe
keiowoh	katsa	wĕĕ	eitsitch
eiyaskañye	kuyoʇa	wēē	kopo
scheshʇa	koasa	kutchashe	kottyee

LESSON XLII.

kayawaṭeie	koyaskowasiṭa
sityepe	koṭanitch
koṭanitch	kaiyotse
keimats	hatsoma

Lark imme tinye sutchṭya tseaṭa kayawaṭeie oshatcha, Stchomo imme howe tseaṭa; Sēe katyashe koṭanitch imme kaacheia, Eistchu sityepe kayaskowētsṭa čkatsa.

Itye kaiatanish, shĕ stchomo, shĕ sēe, imme koṭoñyemusa, Hamatso hinome sotsimme soṭanitch? O hinome komatsanye nēputṭyesinishe kaiotse ṭyowa, Shĕ sashe noṭanitchsinishe kanitchṭyea.

keitsoa sēkeishe sekoma yawashṭye seshṭai
kokutch oshṭyatṭhuts howe sewaṭyo { kweme / stchumuts
stchomo sityepe zē kweañukutsṭa eikowētsho
itye kokutch hama osapats komus
amoko sityachane heitye spechatse sṭoēts
sēotsipa shówēwēts haṭye ṭakuts tsēmoṭye

LESSON XLII.

meet	mu-sic
woods	be-gun
la-bor	morn-ing
du-ty	mo-ments

The lark is up to meet the sun,
The bee is on the wing;
The ant its la-bor has be-gun,
The woods with mu-sic ring.

Shall birds, and bees, and ants, be wise,
While I my mo-ments waste?
O let me with the morn-ing rise,
And to my du-ty haste.

fees	goods	why	sticks	air
sees	hoods	who	ricks	fair
bees	woods	what	kicks	lair
could	looks	when	picks	leak
would	books	which	nicks	peak
should	hooks	where	bricks	beak

LESSON XLIII.

girl floor ver-y
bird kill'ed hap-py
gave a-bout moth-er
cage a-gain run-ning

See the girl with her bird and cage.
One day her moth-er gave her a bird.
It was run-ning a-bout the floor; and a sly cat came and killed it.
The lit-tle girl felt ver-y sad. Then her moth-er gave her a new bird.
Now she is hap-py a-gain.

air	leak	licks	eat-ing
fair	peak	ricks	seat-ing
lair	beak	kicks	beat-ing
hair	weak	picks	heat-ing
pair	freak	nicks	heal-ing
stair	speak	wicks	peal-ing
chair	streak	sticks	steal-ing

LESSON XLIII.

makutsa	ñutsaṭa	mame
kaiatanish	kaówṭa	sewēstchea
sutye	howéko	naia
owashṭañye	thickina	komētsṭa

Pokutch makutsa eskawa katyashe kaiatanish thick owashṭañye. Iske seie kanaia seutye makutseshe iskė kaiatanish. Kaiatanish imme komētsṭa natsaṭya; thick shė iske kaiechoñye musa howethoko shė kaówṭa kaiatanish.

Suesish makutseshe imme mame kotsitchṭa. Shė kanaia seutye makutseshe iske natse kaiatanish.

Weie makutseshe imme thickina sewēstchea.

seshṭai komus kopė̄ṭotsa kopyowkwea
kwēme-stchumuts sṭoēts sewaṭyo kokwea
eikowwētsho tsēmotye kweanukutsṭa kotyowēsṭa
hachañye satse-stchatshow osapats kokweeishe
tyuetsaa freak spetyetse sēotseiposo
waṭyeyame katsa sēokome kaatsa
okweañye kowweishots yowastche kochowaya

LESSON XLIV.

seshṭai	tsape	tyĕĕ
stchomo	sēe	sēoṭyeshu
mapañye	tēsē	tseaṭa
weisṭañye	satse-shame	kopyowkwea

Iske tēya washṭye imme mēsh kopyowkwea iske weisṭañye ṭyēya. Tēya washṭye kokutch iske stchomo shĕ iske sēe. Stchomo satsena howkokwea iske nakutchṭokoñyesho. Stchomo tseaṭa seshṭaiyañyeshowe. Sēe satse tsēyoño. Iske sēe satse itye tsēyaṭyow, sko sēe itye ñyomētsko.

Tēya washṭye sitya kamapa tyēya eiṭyu sēe sittya. Sko tēya washṭye komēts tyĕĕ stchomo tyēka kotyeĕṭyĕ. Imme stchĕ stchomo mame sitchu, stchĕ satsena shame kweṭoñyeme tēya washṭye sēoṭyesho stchomo tyēka.

kokwea	sakwech	wēṭyitsats
shame-ĕetseakwea	ṭakaañye	seamashṭo
kotyowētseṭa	hutstse	kokweaṭa
kusheiṭṭye	sotsekwea	kopeitsṭa
sañuchutsṭa	oyaṭawe	kokweeishe
koshṭyuitsho	mame-chuchananuts	sēotseipuso

LESSON XLIV.

air	fly	a-way
bee	ant	a-fraid
paw	from	fly-ing
dish	sil-ly	eat-ing

A pup was eat-ing from a dish. It saw a bee and an ant.

The bee was not on a bud. It was fly-ing in the air.

The ant did not fly. An ant can not fly, but it can run.

The pup put its paw on the ant. But it ran a-way from the bee.

It was a big bee, and the sil-ly pup was a-fraid of it.

sit-ting	sis-ter	an-gry
fit-ting	blis-ter	hun-gry
hit-ting	mis-ter	seat-ing
sum-mer	sin-ner	beat-ing
hum-mer	din-ner	heat-ing
drum-mer	thin-ner	heal-ing

LESSON XLV.

din-ner	a-way
sit-ting	to-day
hun-gry	try-ing
sum-mer	mis-ter

One sum-mer day, a hun-gry fox saw a fat hen, sit-ting on a box lid.

The sly fox said, I can get a din-ner now. But not so.

A big boy saw mis-ter fox, as he was try-ing to get the hen.

The boy ran for his gun. The fox saw the boy go for the gun.

Ah! said mis-ter fox, I can not get a fat din-ner to-day.

If I am not off, the boy may get me. So, a-way ran the fox.

stay	wing	that	rives	pound
clay	bring	then	dives	wound
play	string	there	hives	ground

LESSON XLV.

oyaṭawe	tyĕĕ
kokweaṭa	weie
seamashṭo	sēoṭañyekwea
kusheittye	hutstse

Iske seie kusheittye, iske mastya sēyamastchishe kokutch iske kishaṭa kwako kokweaṭa eistchu iske kastche kasha tyĕka stchu. Mastya kaiechoñye koweṭoñeme ĕkatsa, hinome itye nityase opewe weie. Sko satsena ṭaah. Iske kocha mutyetsa kokutch mastya, immeĕ stchĕ mastya kotsitchṭa nityakonishe kwako. Mutyetsa komēts kowcheiots kaaikoiya. Mastya kokutsh mutyetsa kowcheiots howe kaaikoiya. Ah! ĕkatsa mastya, hinome satse itye nityasinishe kishaṭa nopsinishe weie.

Sah hinome sayokoṭhosĕow, wĕĕ mutyetsa ñyeeinakoma hinome. ṭaah, mastya komēts yoko tyĕĕ.

pame-na-ēma koasa wĕĕ echina owētyeme hatse hawecheiko shĕ-imme { koweñyeĕ- { kona- stchuputs { tyume koēshai sēokome weiye stchomo-kama hatse

LESSON XLVI.

hawēna	koasa	thickina
eskaiatse	sēokome	tyuitseyo
howeputța	konatyumo	tyuitseyo
kowēñyeĕstchuputs	hatse	iska

Muh mutyetsa thick kashe natse kite. Weie kite kowēñyĕstchuputs seshțaiyañyeshowĕ.

Kite ñukamesēñuthoko hatse tyĕka. O, stchĕ kite nowe iskaiatse koasotye!

Kite satse itye ñyeyokoño. Epech eie noweinase iske koasa imme țaah.

Shaow, keitsho imme tawa. Weie shaow keitsho hañye kite kowko itye tyu ñyeyotyo.

O ha, keitsho hawēna kite tyuitseyața! Weie sēokome imme seio seiskwesputța.

Hishome itye tēape shĕ pityatye kite. Hinome kama shĕ keicipatye thickina sēokome.

yaka waksh pañye makutsa sitchu
satchtye weie kaññye yaspa kuyoța
keiatchtye otyeitsimme mistchits kopewewa stchats

LESSON XLVI.

fast	wing	more
side	string	rise
some	wound	ri-ses
dives	ground	oth-er

See the boy with his new kite. Now it dives in the air.

It will come to the ground. O, it has but one wing!

It will not fly. Put a wing on the oth-er side.

There, that will do. Now let us see if it will rise.

O yes, how fast it ri-ses! Now the string is all wound off.

You may stay and hold it. I will go and get some more string.

corn	cow	sack	lass	long
horn	now	back	mass	song
horns	plow	black	grass	strong

LESSON XLVII.

four	cart	lies
draw	hard	works
sleep	quite	drinks
aft-er	white	wa-ter

An ox has two horns. He has four legs and four feet.

The ox can draw the plow. He can draw the cart.

He is quite strong, and works ver-y hard for man.

He has red, or white, or black hair.

He eats grass, and hay, and corn; and he drinks wa-ter.

He lies down on his side to sleep or to rest, aft-er his work is done.

sees	light	glow	could	east
flees	night	grow	would	feast
trees	bright	know	should	beast

LESSON XLVII.

tyana	kareta	kaeitse
hawe-tsēotseya	keio	koṭanitch
sēpakwea	maēma	kuskattyekwea
hamasho	stchumuts	sits

Iske weyes imme tyue satchtye. Iske weyes imme tyana kamatye thick tyana kastye.

Weyes itye otyeitsimme neikoiako. Weyes itye howeñyeotseyako kareta.

Weyes imme skeie stchats, shĕ weyes tawa koṭanitch nakonishe hutstse.

Weyes imme kusĕĕh kukañye, ko stcumuts, ko mistchits. Imme weyes kopyowkwe kopewewanishe, ko sewastchañye, ko yaka; shĕ kuska sits.

Weyes kaeitse iskeiatseñu nēpaṭako nowanachako, hamasho seio katyashe koṭanitch.

kokutch mashatsa kastchotse itye yonahah kotyetye kupsh kēṭoñye sēotsipa pashko kua konuputsṭa koṭoñye enetchako atyashe

LESSON XLVIII.

yonapuh	kua	thick
kama	shĕtyĕtta	kwetoñyeme
howooh	tawatch	otsetokeie
koeach	kotoñye	kaah

keiowoh pashoko kopewewa itye
etsetch sēpei sowaka-kochinñye enetchako

Muh, oshatcha imme tinyeaska.

Oshatcha tyēya sotchowamasho, oshatcha imme koeach ñyetoñyekonishe kuatsishe shĕ ashañye kopewewanishe.

Oshatcha komuh hañyesatyu, shĕ kopo punaminñuh.

Shĕ imme komunnye oshatcha, imme sechuma kacicha; shĕ imme oshatcha kopunñye imme kupsh kacitcha. Shotoñye hishome howe oshatcha koeach? Dios koeach oshatcha. Dios thick koeach tawatch, thick seio shĕtyĕtta. Imme tawatch shĕtyĕtta tyēya kupsho howe eskawachañye mashatsa. Dios seiotse howoh eskawachañye hinomctitch seiotse stchashetshe, shĕ pashoskwatchoma stchĕĕmishe nēskonishe. Enetchana sochosa ñyewahemaskowatchomanishe ñyotsetokeie sochosa Dios, shĕ otsetokeie kashe tawa owēstcheañye.

LESSON XLVIII.

west	trees	al-so
lives	stars	ho-ly
gives	moon	o-bey
made	know	a-live

takes	keeps	grass	could
makes	sleeps	brass	should

See, the sun is up.

The sun gives us light. It makes the trees and the grass grow.

The sun ri-ses in the east, and it sets in the west.

When the sun ri-ses, it is day; when it sets, it is night.

Do you know who made the sun? God made it.

God al-so made the moon, and all the stars. They give us light by night.

God gives us all we have, and keeps us a-live.

We should love God, and o-bey his ho-ly will.

LESSON XLIX.

sick	what	Wil-ly
each	blind	a-bout
which	mates	Hen-ry
school	James	him-self

free	kept	large	thank
three	slept	barge	Frank

Well, Hen-ry, what do you read a-bout in your new book?

I read of three boys who went to school; James, Frank, and Wil-ly.

Each boy had a fine, large cake.

James ate too much of his cake. It made him sick.

Frank kept his so long, that it was not fit to eat.

But Wil-ly gave some of his to each of his school-mates.

He then ate some him-self, and gave the rest to a poor, old, blind man.

Which, do you think, made the best use of his cake?

LESSON XLIX.

sewasa	zē	Willy
howe noyo	satse sēkstcheshow	howĕko
heitṭye	kootsekome	Henry
school	James	noyo

ityetsa	pasho	sitchu	wuĕ
chimmeĕ	sēpaṭo	china oyomunye	Frank

Shĕ, Henry, zē shokchanñyekwea eikeia natse kutchashe sityachane? Hinome sēokchanñyekwea chimmeĕ mutyetsa keisomĕshṭanishe school; James, Frank, shĕ Willy. Noyo howe mutyetsa keisheme iske tawa, sitch nopskonishe. James mame nowya kope kashe tawa nopskonishe. Shĕ imme heya sewasa James. Frank eiskocha kashe mame meiko, shĕ satsena tawatsa nopskonishe. Stchĕ Willy seio kwawanachañye kwatsekomishe eic keisomĕshṭanishe school. Shĕ Willy noyo kope ṭo kwēme, shĕ sēochañye iska mina hustchētsa hutstse, amometseshe, shĕ satse sēkstcheshow. Heitye, shineichañye hishome, mame tawa etsetch kashe tawa opewe?

LESSON L.

seiastche	ĕkatsañye	sakwech
keikapinūye	nowe	koṭoñye
etsetch	katsa	kokwea
ĕkatsa	sēotsipah	Edward

Sakwech Mary, Muh pokutch Fido. Fido imme eistyuka kokwea, shĕ kanaskeityu kowko iske oshtyatṭhuts. Satse na tēya kwae iske suesish mutyetsa each eityu okweañye? ṭua imme nowe Fido. Itye hinome nowpĕṭa tēya nachape howpa hinometitch weie? O ha; popĕṭa tēya nachape howpa hinometitch! Fido, hinomtitch imme nuchape sochosatshe iske mame anyĕtse kochēno nuchape sochosatshe. Itye hishome nopĕcho iske yakuchanye howpa hinometitch? Hishome itye natcho kwēme suesish seiastche, thick. Tēya satse iske puṭta kwakutsaow. Fido satse itye katsaow immeĕ hinometitch suchatseyatshe. Sko tēya ityetsa tseyah imme itye enetchakonishe sēotsepatsha sēñyemasatshe. Edward imme ĕka mutyetsa. Eka tēya imme Fido.

LESSON L.

pie	word	sis-ter
nice	on-ly	known
does	speak	sit-ting
says	wants	Ed-ward

Sis-ter Ma-ry, do look at Fi-do. He is sit-ting up, and has a hat on.

Does he not look like a lit-tle boy in the chair? It is on-ly Fi-do.

Shall I ask him to dine with us to-day?

O yes; do ask him to dine with us!

Fi-do, we are to have a ver-y nice pig for din-ner.

Will you take a rib with us? You can have a bit of pie, al-so.

He says not a word. Fi-do can not speak as we do.

Yet he has ways by which he is a-ble to make his wants known.

Ed-ward was the name of the boy.

The name of the dog was Fi-do.

LESSON LI.

goes	a-ny	cru-el		
fight	li-on	ti-ger		
night	young	call'ed		
sheep	strong	al-most		
cave	sleep	find	beast	live
caves	sleeps	finds	beasts	lives

The Li-on lives in dark caves. It sleeps there all the day.

At night it goes out to find food. In the day it goes back to its cave.

It can kill an ox, or a sheep, or a ti-ger, or a man.

It can kill al-most a-ny thing it can find.

The Li-on will not eat a-ny thing that it finds dead.

It is not cru-el, but will fight for food, or for its young.

It is so strong, that it can kill al-most a-ny oth-er beast.

It is called the King of Beasts.

LESSON LI.

kanitchtēa	heitye	sityowañyekwea
koweiko	mokeitcha	tiger
kupsh	ṭo na washṭye	saapyowtse
karñyĕro	stchats	suṭṭya

konaṭaiyoma sēpakwea tseeina atyash sama konaṭaiyoma tyēpakwea tseeinokwea atyash kaah

Mokeitcha imme kowooh konaṭaiyoma samistchits. Mokeitcha sēpaṭo konaṭaiyoma sittyomana. Noyachomana mokeitcha kanitchtēa seeipattyekwea nopekonishe. Imme sechuma mokeitcha thickina konaṭaiyoma sotsaṭa. Mokeitcha itye nówṭako iske weyes, ko iske karñyĕro, ko iske tigar, ko iske hutstse. Mokeitcha itye nówṭako suṭṭya heiṭṭye zē itye ñyeeinako. Mokeitcha satse nopekoño heitye tseeinow shomotsa. Mokeitcha satse sotsnēchakoño, sko mokeitcha sĕka nówṭako nopekonishe ṭyēya, stchĕ thick nako keiatchṭyemishe ṭyēya. Mokeitcha imme skeie stchats, stchĕ itye nówṭako suṭṭya heitye iska atyashe. Mokeitcha imme stchĕ ĕka hochinye atyashe ṭyēka.

LESSON LII.

keikeiame	sēkeipe	hamasho	stchinatsapa
pitṭa	tyĕimmetsa	sakwech	kotsitchṭa
kokwea	koso	kowṭoe	tsēamshṭo
kwēchokos	sitya	omo	heitye zē

Henry. O Mary! hinome weie sēokutch iske suña sitchu eie kwametsa; shĕ hustchētsa Nero immeĕ kotsitchṭa nityakonishe suña.

Mary. Shĕ titya tēya suña?

Henry. Sah, sakwech, Nero satse sityako, sko musa sitya snña.

Mary. Satyashe musa?

Henry. Sah; immetsa koyowtsa musa.

LESSON LII.*

latch	li'ed	aft-er	e-ven
catch	tri'ed	sis-ter	sor-ry
hatch	taught	suf-fer	hun-gry
match	caught	broth-er	some-thing

Henry. O Ma-ry! I just saw a large rat in the shed; and old Ne-ro tried to catch it.

Mary. And did he catch it?

Henry. No, sis-ter, Ne-ro did not, but the cat did.

Mary. My cat?

Henry. No; it was the old cat.

* Too early attention can not be given to Emphasis. It is during the first year at school that those habits of drawling and monotony in reading are formed, which teachers find so much difficulty in correcting, when the pupil has advanced to the higher classes. This and the following lessons will be found to furnish excellent *drill exercises* in Emphasis.

Mary. O, how did she get it? Do tell me: did she run aft-er it?

Henry. No, sis-ter, that was not the way. Puss was hid on the top of a big box, in the shed. The rat stole out; and, pop, she had him.

Mary. Poor rat! It must have been ver-y hun-gry, and came, no doubt, to get some-thing to eat.

Henry. Why, Ma-ry, you are not sor-ry Puss caught the rat, are you?

Mary. No, broth-er, I can not say I am sor-ry she caught the rat; but I do not like to see e-ven a rat suf-fer pain.

ze-ro	al-so	liv-er	o-ver
he-ro	al-ter	riv-er	ro-ver
Ne-ro	al-most	giv-er	clo-ver
a-way	al-ways	ev-er	dro-ver
a-bout	sis-ter	lev-er	oth-er
a-bove	blis-ter	sev-er	moth-er
a-round	mis-ter	nev-er	broth-er

Mary. O, kwae itye musa sitya suña? Sĕka kope hinome: shĕ ʇyomĕts musa hamasho suña nityaʇyo?

Henry. Sah, sakwech, ʇua satse immetsaow. Musa kwĕskoma eityu iske kasha sitchanishe, eie kwametsa. Suña ñyomoko chaʇye ñyomĕtsko; shĕ, ʇo heikame, muse sitya suña.

Mary. Amooh suña! Keimats suña huts skeie nĕamashʇoko, shĕ howetsthoko, keimats, seeipatyekwea zĕ heitye nopekonishe.

Henry. Sekoma, Mary, sah hishome shotsitchʇa stchĕ musa sitʇya suña, imme hishome shotsitchʇa?

Mary. Sah, skowa, hinome satse itye ĕnatsaskoño sah ʇosowĕstcheyanshe shĕ imme musa sityatshe suña; sko hinome satse ñyokutchskoño ko iske suña kunaʇyume.

zero	thick	ĕnañye	eiʇyu
kowskets	naname	china	ʇokanishtĕa
Nero	suttya	sowoh	kopewewa
yohaʇye	ʇakañye	sityotse	keichotsea
howĕko	sakwech	okatsimme	iska
tinyeae	ʇakañye	kowshuttyetsa	naia
shoyana	hutstse	satse-hama	omo

LESSON LIII.

koēshai	kamastye	keitsaatse	mame / hustchētsa
howĕko	yae	koeach	Willy
eskawa	koats	oyestyecome	Katy
zē heitye	sutchtya	suesish	Carry

Willy, Katy, shĕ Carry immetsapa howpa ka naia eie tseañyeko sutchtya.

Itye hishome ñyokutchtyo Willy? Itye hishome ĕnatsatcho ñyopĕtyuma zē kaikoiya kastye shumekawaya?

O ha, hinome ñyokutchse Willy. Satse na cheikoiya Willy iske oyestyekome kamastyeñyēa? tua imme kokutch kwa iske oyestyekome.

LESSON LIII.

play	hand	sails	old-er
near	sand	made	Wil-ly
with	wood	spade	Ka-ty
what	shore	small	Car-ry

Wil-ly, Ka-ty, and Car-ry are with their mam-ma at the sea-side.

Do you see Wil-ly? Can you tell what he has in his right hand?

O yes, I do see him! Has he not a spade in his hand? It looks like one.

He has a spade in his hand; a small spade, and it is made of wood.

A spade made of wood! Pray, of what use is a spade made of wood?

It is made to play with. There is sand at the sea-side. Wil-ly can dig in the sand, with his lit-tle spade.

Ka-ty has a spade, too. Do you not see it? It lies near her on the sand.

She has laid it down to look at the ship. Can you see the ship? Do you see how fast it sails?

Soon it will be out of sight. Then Wil-ly, Ka-ty, and Car-ry will go home.

Wil-ly is old-er than Ka-ty, and Ka-ty is old-er than Car-ry.

right	found	wade	old-er
light	sound	made	bold-er
sight	hound	blade	cold-er
night	bound	spade	hold-er
bright	ground	shade	mold-er

Willy imme kaikoiya iske oyestyekome kamashtyeñyēa; iske suesish oyestyekome, shĕ ţua imme oyestyekome koeach koats. Iske oyestyekome koeach koats! Sekoma, zē ñeiyoţyo iske oyestyekome koeach koats? ţua oyestyekome imme koeach ţoma oēshaiañye. Weie imme yae howĕko sutchţya tseañyeko. Willy itye nowsotsko yae tyēka, kowyestyekome suesish tyēya. Katy thick kaikoiya iske oyestyekome. Satse hishome itye chokutch oyestyekome? Oyestyekome eisitch howĕko katye yae tyēka. Katy añutsitch oyestyekome ñyokutchkonishe tyēya china oyomunye. Itye hishome ñyokutchţyo china oyomunye? Itye hishome ñyokutchţyo kwae hatsomako china oyomunye neitsaatseko? Hawēna china oymunye thoko satse na itye skokutchow. Shĕ Willy, Katy shĕ Carry sĕko katchuittyeaĕse. Willy imme mame hustchētsa ţua Katy tyēka, shĕ ĕtyu Katy imme mame koyowtsa Carry tyēka.

stuts tseeina keiyastyēţaatsēso mame-hustchētsa
mashatsa katsa koeach satse-immekoño
thēkstche tēya hēske mame-keishţai
kupsh koţotsţa oyestyekome eiatyatye
konuputsţa hatse konasputtye kowētyitţa

LESSON LIV.

tama	keiashattyeła	nowe	Jane
hastyecñye	howkasho	satse-hama	Cora
kokchinkwea	itye	koso	Mary
kakah	chimmeĕ	sityotse	Lucy
naskeine	mame	eiskutchañye	Nelly

Iske, tyue, chimmeĕ, tyana, tama. Tama makutsapa suesish, seio stchana hĕmatsapa; Cora, Mary, Nelly, Jane, shĕ Lucy.

Satsena imme añyettyeshe masecha makutsapa? Kwae tawatsapa shĕ sewowstchea immetsapa.

LESSON LIV.

five	spell	on-ly	Jane
foot	class	nev-er	Co-ra
read	shall	read-er	Ma-ry
hear	three	al-ways	Lu-cy
head	quite	stand-ing	Nel-ly

One, two, three, four, five. Five lit-tle girls, all of the same size; Co-ra, Ma-ry, Nel-ly, Jane, and Lu-cy.

Are they not pret-ty lit-tle girls? How clean and sweet they look.

Lit-tle Co-ra is at the head of her class. See, she is stand-ing up, read-ing to her teach-er.

Shall I tell you why she is at the head?

She al-ways knows her les-son, and nev-er comes late to school.

How old do you think these girls are? They are on-ly six, but they can read quite well in the First Read-er.

Lu-cy is at the foot of her class now. Last week she was at the head.

One girl can stay at the head a week, if she does not miss.

Was not Lu-cy a good girl to stay at the head a week?

These are all good girls. Will you not try to be good like them?

If you are good, all who know you will love you. God loves good girls.

clean	these	les-son	teach-er
sweet	school	pret-ty	read-ing

Suesish Cora imme yañye kwatsekomishe. Muh, Cora imme eiskutchañye, kwakchinkwea kokchinkwea seisomeshtanshe.

Ñyewapĕchawatchoma hishome kwae Cora ityе yañye? Cora sityotse koţoñye kashe sityachane, shĕ satse hama chupkunñye howethoko keisomeshţansho. Hatso kusheittye ĕĕsho hishome tēe nowa-asonishe ţua makutsapa? Makutsapa imme nowe stchis kusheittye seĕh, sko makutsa ityе shame kwakchinkweana imme Seia Sityachane.

Lucy imme mame nutseatsa immetseshe weie. Lucy weie iska domĕko sēattyotshe imme yañyetsa.

Iske makutsa ityе immenaţako eiyañye iske domĕko, sko satse eitchuma iske heitye zē.

Satsena immeţa Lucy iske tawa makutsa imme eiyañye iske domĕko?

ţua seio imme tawa makutsapa. satsena cheeina hishome heya tawa ñuţashonish kwa hatsomako tawatsapatche? Nowe hishome tawakuţaow, seio haño kutyinyemasastche hishome mame anoñyemasa kutchaamasa hishome. Dios mame tawa etsetch nako seio tawa makutsapa.

seoyastcheme ţua lesson seiasomeshţa kweche keisomeshţañyesho anyetse kokchinkwea

LESSON LV.

muh	sēotse	katyekweasu	keisomeshṭa
amome	kowweiañye	itye	kaiyowo
shomo	weiye	kakah	nashtēa
eskawa	hama	Frank	sityotse
kowkēne	mame-eko	Brown	zē-heitye

Muh, pokutch, satse immeṭa ṭua Frank Brown? Zē sekoma howesthoko Frank Brown ṭyēka?

Amooh each imme koshṭo. Frank imme hakĕ thoko kosomeshṭansho, shĕ iske each sakweṭoñye-mishe kayawaṭeie, shĕ ṭatskwea:

LESSON LV.

look	lead	cri'ed	school
poor	pond	could	ta-ken
dead	there	heard	pa-rent
with	when	Frank	al-ways
kind	loves	Brown	mat-ter

Look, look, is not this Frank Brown? What can be the mat-ter with him?

The poor boy is dead. He was on his way to school, when a bad boy met him, and said:

"Come, Frank, go with me to the pond." "O no," said Frank, "I can not; I must go to school."

But the bad boy told him it was not time to go to school. So Frank went with him to the pond.

Do you see the bad boy? He stands by the side of the man.

Frank fell in-to the pond, and the bad boy could not help him out.

He cried, "Help, help!" A man heard him, and ran to the pond. But when he got there, poor Frank was dead.

What will his pa-rents do when he is ta-ken home dead?

Do not stop to play on your way to school. Do not play with bad boys. They will lead you in-to harm.

their	game	skate	bri-dle
theirs	games	skates	bri-dles
stand	shame	school	pa-rent
stands	shames	schools	pa-rents

Haweēma, Frank, stchĕčeiyo hinome kowweiañyeshoĕ." "O sah," ĕka Frank, "hinome satse itye; hinome soñyese sĕka sosomeshṭañyeshoe."

Shĕ sakweṭoñyemishe each ĕṭatskwea satse na sityĕkaiechow soñyekonishe skosomeshṭanshoe. ṭaah shĕ Frank sotyo tyeyo sakweṭoñyemishe each kowweiañyeshoĕ. Itye hishome ñyokutchtyo sakweṭoñyemishe each? Imme eihowĕkose kutchañye hutstse tēka. Frank tyochacha eikowweiañyeshočūu, shĕ sakweṭoñyemishe each satse ityĕ stchutyoko Frank. Shĕ tyuskeitsa sakweṭoñyemishe each, "komatsanye tyanaṭa, komatsanye tyanaṭa!" Iske hutstse chaka kutskeitsanishe, shĕ tyomēts kowweiañyeshoĕ. Sko howo satsinye hutstse, mēsho amooh Frank imme stchoshṭo.

Kwae natsako kanashtēa kanaia minashoh shomo kama howĕse saeikoṭye?

Hishome pasho sĕka sonyesho shosomesṭansho. Hishome satse hama noēshaiashoño sakweṭūyemishe each tyēka. Shĕ sakweṭoñyemishe each sotsimme howetsoñyeko hishome ṭēka,

---

kashe koēshai skete otyekeiame
kashe kowawēsheityēa skates otyekeiame
tyukuṭatyu sēotsho keisomeshṭanyesho kanashtēa
tyukutyu sawatsho keisomeshṭanyesho { kanashtēa / kanaia }

LESSON LVI.

sitchu	pitya	sitchu	kavayo
ĕka	ţokuts	katchuittye	otyekeiame
tyēyoskuttye	mistch'ts	kunuputsţa	nashtēa
kowtseţokeitshe	soyanaka	George	sekoma

Muh ţus kavayo tawa añyĕtse! Eka kavayo imme Jack. Satse kavayo mame misttyittye shē ţokuts.

Kavayo itye kowsinits, shĕ ñyeinitchtēako, shĕ ñyomētsko. O, kwae hawēna kavayo itye ñyomētsko!

Satse kana tyēya tyacha thick chunuputsţa? Satse imme sitch tyēyoskuttye?

LESSON LVI.

long	catch	large	po-ny
name	sleek	house	bri-dle
mane	black	bright	fa-ther
lov'ed	fence	George	be-cause

See this fine po-ny! His name is Jack. Is he not black and sleek?

He can trot, and pace, and run. O, how fast he can run!

Are not his eyes large and bright? Has he not a long mane?

The name of this lit-tle boy is George. He and his fa-ther live in this house.

Do you see his fa-ther? He stands by the fence.

George is a good boy. When he was ten years old, his fa-ther gave him this po-ny.

George has come out to catch his po-ny. He holds out his right hand to him, and says: "Come, come, Jack!"

But will Jack let George catch him? Will he not run?

O no, he will not run; he will let George catch him. See, he looks at George and does not run.

Did you ev-er ride on a po-ny? It is fine sport.

Do you see the bri-dle George holds in his left hand?

He will put it on his po-ny. Then he can take a ride.

George is kind to Jack, and Jack loves him, be-cause he is kind. The kind and good are al-ways loved.

Eka ʇua mutyetsa suesish imme George. Mutyetsa thick kanashtēa kowooh ʇua katchuittye.

Itye hishome ñyokutchtyo kanashtēa? Kanashtēa imme howĕko kushtye kutchañyeka.

George imme mame tawa mutyetsa. Imme George kuts kusheitye kaape, kanashtēa seutye ʇua kavayo patyatseoma.

Howetsthok George nityako katyashe kavayo. Imme George howkowʇa shome kavayo kamashtye, shĕ ĕkatsa: "ʇoeēma, ʇoeēma, Jack!"

Shĕ itye Jack nówtyetyo George tyēka? Satse ñyotyetchtyo ñyomētstyo kavayo?

Sah, kavayo satse ñyotyetchkoño ñyomētskoño; kavayo ĕko George nityaseomanishe. Muh, kavayo sēokutch George shĕ satse kotyettyo komētso.

Hishome hama tyu chokwea kavayo tyēka stchu? ʇua imme mame tawa kowēshaiyañu.

Hishome itye ñyokutchtcho otyekeiame kamastye ishshuya kaikoiya George?

George seutyekeio ʇua otyekeiame katyashe kavayo. Shĕ George tyu kokwea katyashe kavayo tyēya.

George imme amoko katyashe Jack, shĕ Jack mame amoko George, stchĕ George imme mame tawatsa kavayo tyēka. Stchĕ howe tawa hutstse koh amoñyoko zē kashe katyashe seio thick kashe katyashe amoñyomatseoma.

LESSON LVII.

ṭyana	katsa	tseeina	satse-hama
kaiatanish	ṭotsetch	haṭye	sewēstchea
kowwaah	siṭṭya	sotsetch	saṭyumo
kwah	keiots	koso	sekoma

Fanny. O, saṭyumo, eika iske mame añyĕtse kaiatanish! ĕshoño kotchowēstcheaño ñyoṭyaṭyeṭyoma hinome kaiatanish.

Henry. Haṭyeka, sakwech? Hinome satse ityе ñyokutchskoño kaiatanish. Zē kwetse imme ṭua kaiatanish?

Fanny. Hinome satse skoñyemo zē kwetse imme ṭua kaiatanish, sko ṭua kaiatanish imme mame añyĕtse shĕ natyase hinome natse weisṭañye tyēka tyu nokse.

LESSON LVII.

four	chirp	found	nev-er
bird	leave	where	hap-py
nest	touch	wrong	broth-er
such	break	taught	be-cause

Fanny. O, broth-er, there is such a pret-ty bird! Please get it for me.

Henry. Where, sis-ter? I do not see it. What kind of a bird is it?

Fanny. I do not know what kind of a bird it is, but it will be so pret-ty for my new cage.

Henry. O, I see it now. We have made it leave its nest. Do you not see its nest?

Fanny. O yes, I do. There are eggs in it. We will get the nest, and the eggs too.

Henry. No, sis-ter, we must not touch the bird, nor the nest, nor the eggs.

Fanny. Why, broth-er? I would so much love to have them all.

Henry. But it is wrong to rob a bird of its nest. This bird loves to fly in the air, and make its nest in the trees.

Fanny. Then, broth-er, I do not want the eggs. I did not know it would be wrong to take them.

Henry. It is wrong, sis-ter, to harm the pret-ty birds. We should nev-er think of them but to love them.

God made the lit-tle birds to sing,
And flit from tree to tree;
'Tis He who sends them, in the spring,
To sing for you and me.

Henry. Shĕ, hinome sēokutch kaiatanish weie. Hinometitch satsotsinñyēya sē sēyo kowwatsa kaiatanish. Hishome satse itye chokutch kowwatsa?

Fanny. Hēma, hinome sēokutch. Eikowwatsa tyu seĉh nawēka. Shĕ nowatyow kowwatsa thick nawēka.

Henry. Sah, sakwech, satse itye hinome nityaţa skosatya kaiatanish, ko thick satse kowwatsa, ko thick satse nawēka.

Fanny. Sekoma, satyumo? Hinome mame skotsipa natyasinishe mame ţua seio.

Henry. Sko mame satse tawa saow nochowaskonishe kowwatsa iske kaiatanish. ţua kaiatanish mame añyĕko ñyeaţakonishe seshţaiyañyesho, shĕ thick nowaakonishe kuwatsa tyu.

Fanny. Shĕ, satyumo, hinome satse styotsipatyo nawēka. Hinome satse skoţoñyemo satawatyeshe skeiatyako skweatyeow nawēka.

Henry. Imme satse tawa, sakwech, heya sotsñyechaskonishe añyĕputtye kaiatanish. Satse hama itye natsotsitchţa skosatyo sotsimme kaapsho kaiatanish tyēka.

Dios koeach kaiatanish heya natsakonishe,
Shĕ ñyeyoko iske kuwatsa ko isk kuwatsa;
Imme Dios howĕse kaiatanish, keitshotseyaţa,
Heya natsako shotsinñēya ko thick sotsinñyēya.

LESSON LVIII.

kuskeio	tyukoṭotsṭa	eiyañyese	haweme
amoko	koēshai	mashatsa	añyětse
amoko	kokutch	karñyero	howetsthoko
sa	karñyero-washṭye	hapostche	sekoma

Iske karñyero shĕ katyashe karñyero washṭye. Kwae mame añyětse shokutchow!

Satse hishome amocho iske suesish karñero washṭye? Satse hishome shotsipa iske karñero washṭye sewasho?

Nowēchako iske karñero washṭye anyětse sewasho?

LESSON LVIII.

like	skip	front	snow-y
love	play	light	pret-ty
fond	sees	sheep	com-ing
have	lamb	fleece	be-cause

A sheep and her lamb. What a pret-ty sight!

Do you not love a lit-tle lamb? Would you not like to have one for a pet?

What, a lamb for a pet? Does a lamb make a nice pet?

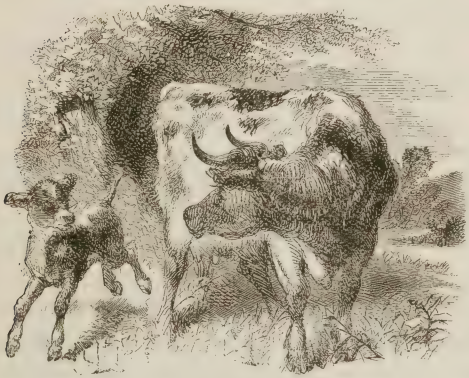
LESSON LIX.

waksh-washtye seio itye waksh-washtye
stchatchu kutchtyashe pitya sēotsho
tua showētse sineichañye howčko
nowya kaikoiyaña kopeits howēko
sineichane wěě-hañó skotsipa seiasomeshta

Hamasho lesson čkatsa iske karñyero ko iske karñyero washtye. Tua lesson imme čkatsa iske waksh ko thick kowwashtye waksh wastye.

Muh waksh ko kowwashtye. Chineichañye hish-ome tua waksh ko kowwashtye immečh añyětse kwae karñyero ko karñyero washtye?

LESSON LIX.



calf	last	could	bos-sy
fast	your	touch	a-fraid
this	hook	guess	a-bout
much	wear	strike	to-ward
think	them	would	teach-er

The last les-son was a-bout a sheep and a lamb. This les-son is a-bout a cow and her calf.

Look at them. Do you think they are as pret-ty as the sheep and lamb?

We call a calf bos-sy. How shy this bos-sy looks!

Do you think it would let you pat it with your hand?

No, it would not. It would run, if you were to try to touch it.

One day it saw a boy com-ing to-ward it. Can you guess what it did?

It ran a-way as fast as it could. The boy ran ver-y fast, too.

The cow saw the boy, and ran to-ward him. She tossed her head, as much as to say: "Do not touch my bos-sy; if you do, I will hook you."

The boy was a-fraid of the cow, and ran off.

Was he not a bad boy, to try to strike a lit-tle calf?

head	strike	look	les-son
what	strikes	looks	les-sons
lamb	hook	learn	read-er
much	hooks	learns	read-ers
touch	thinks	wears	teach-ers

Eka ʇua waksh washtye imme bosetsa. Kwae seutchu imme ʇua waksh washtye!

Chineichañye hishome ʇua waksh washtye nityashonishe nowtyekonishe samashstcheñyēya?

Sah, waksh washtye satse nowtyekoño. Shĕ waksh washtye imme komēts immech hishome nityashoñye. Iske seie waksh washtye kokutch iske mutyetsa howetsthoko waksh washtye tyēka. Itye hishome ĕnatsacho kwetsetchanshe waksh washtye? Imme waksh washtye komēts tyĕĕ hawēna itye. Mutyetsa thick komēts mame hawēna.

Waksh imme kokutch mutyetsa, shĕ komēts mutyetsa tyēka. Imme waksh stchowa satchañyēya, imme ĕnatsako: "Pame pitya sowwashtye; shĕ hishome shetyako sowwashtye, hinome nityowashoma sachañyēya hishome tyēka." Shĕ mutyetsa seutyesho waksh, shĕ komēts tyĕĕ. Satse mame sakweʇoñyeme mutyetsa sĕka nityakonishe iske waksh washtye?

naskeine seopeits skokutch sityachane
zē kopeits kokutch sityachane
karñyero-washtye shoēts sowtyumitch kokchinkwea
nowya showēwēts kowtyumitch kwakchinkweana
sitya sineichañye kaikoiya seiasomeshʇa

LESSON LX.

katsipaṭye sēkstche kowṭyumitch satse-koṭañye-chow
tawa yanye katsa satse-hama
koeach sēṭyanawēṭa seuṭyesho thickinah
keikoiya satse-koṭoñyemo sewēstchea seiasomeshṭa

O, zē kotsitchṭa, kotsitchṭa kokutch imme ṭua! Iske mutyetsa imme ka iske oshṭyatthuts sakowṭyumechañyeshe ṭyēya kanaskaistchu kasṭyatthuts!

Sekoma eiyañyese kutchanye keisomeshṭa ṭyēka? Zē imme sotsimme kwetsetch ṭua mutyetsa?

ṭua imme satse tawa mutyetsaow. Imme katsa sēṭyanawēṭa eikeisomeshṭansho ṭua mutyetsa. ṭua mutyetsa imme tseotsipa sañoṭanitchkonishe, shĕ satse kowṭyumitchow kashe sityachane.

LESSON LX.

must	sight	learn	i-dle
good	front	talks	nev-er
does	laugh	shame	a-gain
wear	dunce	please	teach-er

O, what a sad, sad sight is this! A boy with a dunce-cap on his head!

Why does he stand there, in front of the school? What has he done?

He is a bad boy. He talks and laughs in school. He loves to be i-dle, and does not learn his les-son.

LESSON LXI.

ĕkatsa	sēotseko	atyĕmatsetch	ţomaetsetch
wĕtyetsats	wak	yokotsetch	keimats
eatsanye	wĕĕtitch	sĕka	satyumo
sotsimmetsa	sēotseko	onatyestye	konaskuts

Ellen. Muh, naia, muh musa zē sotsetch! Satse tawatsaow musa! Satse hama hinome itye musa ţyĕka ñyewēstcheastchomaño.

Nnia. Hishome satse hama itye ñyewēstcheastchochoma musa ţyĕka? Kutchţyashe anyĕtse musa! Keimats, hishome satse itye ĕnatsashoño ţua. Zē kwetsetch musa?

LESSON LXI.

told	fault	soil'ed	spoil'ed
hate	child	pull'ed	sure-ly
word	those	should	broth-er
mean	wrong	clothes	naught-y

Ellen. See, mam-ma, see what puss has done! Bad puss! I shall nev-er like her a-gain.

Mother. Nev-er like puss a-gain? Your pret-ty puss! Sure-ly, you do not mean that. What has puss done?

Ellen. Why, mam-ma, she has spoiled my doll. See, its head is bro-ken, and its clothes are all soiled.

Mother. I am ver-y sor-ry, my dear. But how did puss get your doll?

Ellen. I went to play with broth-er Lew-is, and left doll-y on the floor. Puss saw her there, and pulled her in the dirt. O, how I hate puss!

Mother. Stop, my child, do not use that naught-y word. You should not blame puss, for the fault was all your own.

Ellen. O, mam-ma, how can you say so?

Mother. Be-cause, puss did not know it was wrong to play with your doll. But you knew it was wrong to leave her on the floor.

Ellen. Then, mam-ma, I am sor-ry I struck puss. I shall nev-er do so a-gain, but will love her more than ev-er.

came	wrong	toil'ed	to-ken
name	strong	soil'ed	bro-ken
blame	throng	spoil'ed	spo-ken

Ellen. Sekoma, naia, musa sotsetcha sawak. Muh, wak kanaskai yokoṭyetch, shĕ kownaṭyestye seio aṭyĕma ṭyeiatch.

Naia. Hinome imme mame sotsitchṭa, samak. Shĕ kwae itye musa tseeina kutchawak?

Ellen. Hinome howĕh suṭyĕya saṭyumo Lewis sowēshaiaño, shĕ hinome eisinasekwea sawak. Musa eie kokutch sawak, shĕ kaṭṭyeṭyowe aṭyematseshow. Shĕ, hatso sañyewēstchēaskoma musa ṭyēka!

Naia. Pame, samak, pame ĕchatsa hĕĕ sotsimme eatsanye. Satse hishome itye sotsimme ĕnatsashoño musa tyēka, shĕ hishome noyo kochotseko.

Ellen. Shĕ, naia, sekoma ṭaah ĕkutchtsa hishome?

Naia. Stchĕ, musa satse koṭoñyemo sotsimme eñyechakonishe kowēshaianishe kutchawak tyēka. Shĕ hishome shoṭoñye sotsimme eñychashonishe eisina shekweañu kutchawak.

Ellen. Shĕ, naia, hinome imme sotsitchta hinome musa sēopeitsanshe. Satsena hama hinome thickina immeĕ enyechaskoño, shĕ hinome weie mame amoñyose musa kwa immeĕh amosinishe.

saatse sotsimmetsa koṭanitch kowēṭyumechañye
ĕka stchats aṭyematsetch keiots
sēotseko sēhaño sotsetsetch ĕkatsa

LESSON LXII.

tseaṭa koskeits sewēstchea kowsēnits
tsēei koawēsheiṭyea sewēstchea komētsṭa
kashe sowaka-hashoēme maēma sētyanawēṭa

Kakaanye each koaskeitsṭa sewowstchea,
"ṭyana suna chupkunñye, shĕ keisomchṭansho sētsemu!"
Muh each, immeĕh each ṭohawēna tsekweaṭa,
Kaiapetsṭa kachuityeĕse tinyeañu hawe tyēkaĕh.

Sewowstchea, mame koawēsheiṭyēa makutsapa ko mutyetsapa,
Kotsotsitchṭa skowwēshaaianye shĕ seiotse skowwēshaaianye,
Sowaka hashoēme, kaiyeityesheyotsṭa, shĕ sitya-chane:
Shĕ, kwae sewowstchea immeĕh noyo howpa!

LESSON LXII.

flies	shout	joy-ous	trip-ping
swift	games	mer-ry	run-ning
their	skates	in-deed	laugh-ing

Hear the chil-dren gay-ly shout,
"Half past four, and school is out!"
See them, as they quick-ly go,
Trip-ping home-ward o'er the snow.

Mer-ry, play-ful girls and boys,
Think-ing of their games and toys,
Skates, and sleds, and dolls, and books:
O, how hap-py each one looks!

"Now for snow-ball," Har-ry cries,
And to hit his sis-ter tries;
But the ball, so white and round,
Miss-es her, and hits the ground.

Sis-ter Flor-ence, full of fun,
With her lit-tle hands makes one,
And at broth-er Har-ry throws;
Swift it flies, and hits his nose.

"Have I hurt you, broth-er dear?"
Asks his sis-ter, run-ning near;
"Hurt me? no, in-deed," says he,
"This is on-ly sport for me."

Thus these lit-tle chil-dren go,
Trip-ping home-ward o'er the snow;
Laugh-ing, play-ing, on their way
Ver-y hap-py, glad, and gay.

cries	gay-ly	miss-es
asks	play-ful	broth-er
sport	quick-ly	Flor-ence
makes	play-ing	think-ing
throws	chil-dren	home-ward

"Weie iske koṭots hawe," ĕkatsa Harry,
Shĕ heya kakwech ñyoyowtchowēko;
Shĕ koṭots, mame stchumuts shĕ mame koṭots,
Kēspaṭatsa kakwech, shĕ yae ṭeēka kuyotsa.

Kakwech Florence, sēotsipa owēshaaianye,
Shĕ suesish kamasṭyeñyēya koeach iske koṭots,
Shĕ kwēowchowē kaṭyumo Harry;
Sēei koṭots hawēna thoko, shĕ kuyotsa sēshoño
[kaṭyumo
"Hinome chownaṭyume, amooh saṭyumo?"
Sēopeṭa kakwech, komētsṭa howĕko;
"Chownaṭyume hinome? sa maēma," ĕkatsa Harry,
"ṭua imme ṭomah koēshai hinome ṭyēka."

ṭaah ṭua each suesish kanitchtēa,
Kowsēnits kamaĕse eitinyeañu imme hawe ṭyēka;
Tsētyanawēṭa, koawēsheiṭyēya, eihēañye kashe
Mame sewēstchea, sewowstchea, shĕ añyĕh.

koskeitsṭa	añyĕṭa	satse-kuyotso
spĕṭa	nowēshaiako	saṭyumo
koēshai	hawēna	Florence
etsetch	kowēshaiaṭaṭa	kotsitchṭa
kattyechowē	each	kamaĕse

LESSON LXIII.

sinaṭa	ṭotsekwea	yaeh	tyĕimme
each	iske-tawatch	nowya	hamasho
sowkēne	sewēstchea	sityachane	nashtēa-naia
sowkēnetyemishe	keisomeshṭa	seiasomeshṭa	each

Zē! seioṭa ṭua sityachane? Howohṭutyĕtyu seio sityachane tyēka?

Heitye iske tyue tawatch sēyatyutshe hishome satse itye ĕnatsashoño sityachane. Shĕ weie hishome seio itye ñyokutchsho Tseia Sityachane.

Shĕ itye hishome shame ñyokutchtcho sityachane? Itye hishome howĕnetchatcho seio eatsanyc? ĕnatsatcho hishome ha?

LESSON LXIII.

buy	waste	pit-y	read-y
child	month	man-y	sec-ond
friend	please	read-er	pa-rents
friends	school	teach-er	chil-dren

What! the last les-son? Have we come to the last les-son in the book?

A few months a-go you could not spell. Now, you can read all the les-sons in the First Read-er.

But can you read them well? Can you spell all the words? Did you say yes?

Then you may have the New Sec-ond Read-er. Are you not glad to be read-y for a new book?

There are man-y chil-dren whose pa-rents are too poor to send them to school. Do you not pit-y them?

They can not have nice books, and learn to read them, as you do.

Are not your pa-rents kind to send you to school, and buy new books for you? Should you not try to please them?

You must not waste your time in school. Try al-ways to know your les-sons.

If you are good, and try to learn, your teach-er will love you, and you will please your pa-rents.

When you go home, you may ask for a NEW SEC-OND READ-ER.

Take good care of your new book, and give your old Read-er to some child who is too poor to buy one.

And now, my lit-tle friends, we must bid you all a kind Good-by!

THE END.

Shĕ hishome itye nasho Natse Stchei Sityachane. Satse hishome chowēstchea ţyĕimme nuţashonishe natse sityachane? Mame nowyatsapa each kanashtēa kanaiatyemishe mame amometsapa satse itye keatchtyemishe hakĕh ñyeyatchawanakosatyow keisomeshţañyeshoĕh. Satse hishome chotsitchţa ţua amooh each? ţua amooh each satse itye anyĕtse sityachane nuchashe kosatyo, ko thick satse nowatyumitch kosatyo sityachane, hishome showtyumechanshe. Satse mame tawatsaow kutchanashtēa kutchanaia imme howoh ñyekwea kutchomanishe hishome keisomeshţanshe, shĕ thick ñyēnaţakonishe natse sityachane shotsinñyēya hishome tyēka? Satse hishome itye ñyeyotseyashoño keisomeshţansho? Sĕka onye sityotse ñyoţoñyeshonishe kutchashe sityachanishe. Shĕ hishome tawa each kuţaow, shĕ sĕka shoño nowtyumitchshonishe, shĕ kutyēsomeshţanshe ñyewēstcheatseoma hishome tyēka, shĕ hishome kutchawētyemishe ñyewowstcheatsewachoma. Shĕ hishome kutchama ĕse thoko, hishome itye ñyepĕţasho iske Natse Stchei Sityachane. Shĕ amoñyosho tawa natse sityachane kutchashe, ñyotyesho ţua sawēñyetseshe Sityachane howe amometseshe each howe saitye ñyinaţakonishe iske tyēka.

Shĕ weie, suesish sowkēne, sutchashe ĕnachatsa sochosatshe seio hishometitch tyēka mame tawatseshe Shuoweshats

Seio.

Ayer
3M
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AYER
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LAGUNA INDIAN TRANSLATION

of

MC GUFEYF'S NEW FIRST ECLECTIC READER.

TRANSLATED AND PRINTED

BY

JOHN MENAUL.

LAGUNA, NEW MEXICO.

1882.

INTRODUCTION.

The object in translating and printing this little School Book is to enable the Laguna Indian children who attend school, to understand the English which they are learning in the Government Day School. "Mc Guffey's New First Eclectic Reader" has been selected for translation, because it was pretty well adapted to the work, and because it was being taught in the School as a Text Book.

The work would be much more satisfactory if the words were separated into syllables by hyphens; but as it is very desirable that the contents of each page of the English should be represented on the opposite page of the translation, we could not uniformly, so separate them into syllables for want of space.

In adopting a mode of spelling for the Laguna Language, our endeavor has been to use only the letters necessary to represent the Indian sounds as given by the Interpreter, (see the Alphabet for the sounds of the letters). But in this, as in all unwritten languages, many difficulties present themselves as soon as an attempt is made to reduce the language to writing. The same word is

often given under several modifications when, to an English mind, it ought to mean just the same thing and be written in the same way. These modifications are caused by the different connections in which the word is used as related to other words in the same sentence, or to different ideas in different sentences, by singular, dual or plural nominative and objective cases, by affirmative or negative assertions, or in asking a question.

Again when modifications are expected and apparently necessary, there may not be any, the peculiar idiom and formation of the Language not requiring changes where we would expect them.

It is often a question whether a word should end in *a* or *ah*, in *e* or *eh*, ĕ or ĕ*h*; or whether they should be written at all when they have only a breathed sound. In all such cases we have written the words or syllables so that we could read them ourselves wherever or in whatever connection we found them. When we could not thus read them, the spelling has been changed for one more in conformity with the true sound. We had to follow this course for want of linguistic authority on the subject.

Again, there are many click sounds which cannot be represented by our letters. These will, in time, drop out of the Language, but their place

must now be supplied by sounds which can be written, and at the same time, be intelligible to the native ear.

The greatest difficulty, in this connection, consists in the unsettled state of the Language itself, especially in the vowel sounds. This is owing to the total want of records or writing of any kind among the people; thus necessitating the Translator to depend upon the Interpreter who, in this case, being unable to read or write, can not give an analysis of even the commonest word.

The greatest difficulty in getting a literal translation consists in the want of prepositions, conjunctions etc. in the Laguna Language, and the want of equivalents of very many of our common ideas and words. The Language is very full as far as the daily customs and avocations of *these* people are concerned but exceedingly meager outside of that sphere.

The work of translating this book has been done through the Spanish Language, and has been rendered as literal as the Laguna idiom etc. would permit. The greater part of the translating was done some two years ago, and has since been used in the Day School in connection with the English as a means of enabling the scholars to understand what they read. The work of printing has extend-

ed over a year. I have done the type setting and press work in the intervals of Day School hours as opportunity permitted.

On this account, there is neither that degree of accuracy nor uniformity in spelling that is to be desired in such a work. As we advanced in the work the pronunciation of many words became plainer to us, and thus necessitated a change in spelling. We were also, becoming better able to detect those sounds only lightly articulated by the Interpreter, and the Interpreter himself was becoming better acquainted with the work of translating; yet the work as, a whole, is as near correct as we could expect under the attending circumstances.

John Menaul.

Laguna,
Valencia Co.
New Mexico.

Feb. 20th 1882.

Directions to the Book Binder.

Having procured a copy "of MC GUFFEY'S NEW FIRST ECLECTIC READER," take it apart by cutting the stitches with which it is bound. Then take the first "signature" and fold the "LAGUNA INDIAN TRANSLATION" in with the English so that each page shall face its corresponding page, or that each page number of the English shall face the corresponding page number of the Laguna Translation. And so on with each signature till the whole is completed.

THE NEWBERRY LIBRARY CHICAGO

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THE ALPHABET.

A a as a in far
AI ai as ai in aid
CH ch as ch in church
CK ck as ck in cackle
D d as d in dread
E e as e in then
E ē as ee in see
E ĕ as e in echo
EA ea as ea in teach
EI ei as ei in eider
H h as h in hoot
I i as i in pick
K k as k in kick
L l as l in lull
M m as m in mum
N n as n in nun
Ñ ñ nasal
ÑY ñy as Spanish ñ
O o as o in note
P p as p in pipe
R r as r in roaring
S s as s in sauce
SH sh as sh in should
SK sk as sk in skate
T t as t in tramp
TH th as th in thank
ṭ as tdh or t in Spa. tu
ty as kty, as one sound
U u as u in but
W w as w in wish
Y y as y in year
Z z as z in zone.

A a AX ax	F f FAN fan
Opkowañye	Opopots
B b BOX box	G g GIRL girl
Kasha	Makutsa
C c CAT cat	H h HEN hen
Musa	Kwako
D d DOG dog	I i INK ink
Tēya	Omistchits
E e ELK elk	J j JUG jug
Tyusha	Spuna

K k KID kid Karawash	P p PIG pig Kochēno
L l LARK lark Lark	Qq QUAIL quail Kwas*t*oēts
M m MAN man Hutstse	R r RAT rat Suña
N n NUT nut Tyeiañye	S s SUN sun Oshatcha
O o OX ox Weyes	T t TUB tub Asa

U u URN urn | X x EX ex
Weis*t*añye | Ex

V v VINE vine | Y y YOKE yoke
Tsēkeiyow | Ay*o*w*t*yuisht

W WREN wren | Z ZEBRA zebra
Sut*t*ye | Zebra

Hinome keia epech hinometitch he

it *t*yu thoko imme sashe

imme iske sah weyes tinyeae

LESSON II.

Immeꞇa ꞇua iske opkowañye?
ꞇua immetsa iske opkowañye.
ꞇua immetsa sopkowanye.
Howĕko stya sēpsho hinome opkowañye?
Sopkowañye imme howĕko sēpsho hinome.
Ha imme tēska.

Eikeia tyacho? | Imme ꞇo hinome.
Eikeia ka. | Wa immetsa.
Immeꞇa howĕko stya sēpsho hinome? | Hinometitch enyechana.
Nutyĕpo ꞇochosa hinometitch keia? | Epech immeĕ hinometitch esetchanatshe

LESSON II.

Immeţa ţua iske opkowañye?
ţua immetsa iske opkowañye.
ţua immetsa sopkowanye.
Howĕko stya sēpsho hinome opkowañye?
Sopkowañye imme howĕko sēpsho hinome.
Ha imme tēska.

Eikeia ţyacho?	Imme ţo hinome.
Eikeia ka.	Wa immetsa.
Immeţa howĕko stya sēpsho hinome?	Hinometitch enyechana.
Nutyĕpo ţochosa hinometitch keia?	Epech immeĕ hinometitch esetchanatshe

LESSON III.

Iske kowe ɬoñyeme kaiechonye kwako.
Itye kwako nēyoɬyo?

Iske tsanawañye tēya.
Tēya kakoh iske hutstse.

Iske sitchu weyes.
Chaɬowe sopĕ.

Iske kishaɬa kochēno
Itye kochēno ñyomētsɬyo?

Iske kukañye waksh.
Eicheish waksh ashañye sewasɬyañye.

LESSON IV.

Itye musa nityaṭyo suña?

Sēokutch suña.
Choēskomush suña?

Sēokutch karawash washṭye.
Itye karawash washṭyē nyomētsṭyo?

Iske kowe ṭoñyeme kaiechoñye masṭya.
Masṭya keikakah iske kwako.

Iske hustchētsa ape.
Itye no ṭotsṭaṭyu ape?

LESSON X.

Iske sawēl.ye kowwoh koats.
Iske natse kowwoh koats.
Imme'a sowwoh hinome?
Imme'a chuchowwoh hishome?
Imme suchaowwoh.

Sēokutch satyashe weyes kisha'a.
Immeţa ţua iske hustchētsa weyes?
Imme iske hustchētsa weyes.
ţua imme weyes satse kukañyesho.
ţua imme iske kwēme kukañye weyes.

Iske koweţoñyeme kaiechoñye hustchētsa ape.
Ape kaikoiya iske tyeiañye.
Howe keikome tyeiañye koyotseme hinome.
Itye hinome neiyowoţye nitţatye tyeiañye?
Ha, hishome itye kowko.

O, sēokutch tsape!
Kwae itye tsape tsea'a!
Tsape kako iske hustchētsa weyes.
Itye tsape ñyomētstyo?
Ha! ñyomētsko, tsape, ñyomētsko!

LESSON X.

Iske sawēl̦ye kowwoh koats.
Iske natse kowwoh koats.
Imme l̦a sowwoh hinome?
Imme l̦a chuchowwoh hishome?
Imme suchaowwoh.

Sēokutch satyashe weyes kisha l̦a.
Imme ţa ţua iske hustchētsa weyes?
Imme iske hustchētsa weyes.
ţua imme weyes satse kukañyesho.
ţua imme iske kwēme kukañye weyes.

Iske kowe ţoñyeme kaiechoñye hustchētsa ape.
Ape kaikoiya iske tyeiañye.
Howe keikome tyeiañye koyotseme hinome.
Itye hinome neiyowotye nitţatye tyeiañye?
Ha, hishome itye kowko.

O, sēokutch tsape!
Kwae itye tsape tsea l̦a!
Tsape kako iske hustchētsa weyes.
Itye tsape ñyomētstyo?
Ha! ñyomētsko, tsape, ñyomētsko!

LESSON IX.

Muh! iske natse oshtyat¸huts.
Iske oshtyat¸huts nasho hishome.
Hinome saiske oshtyat¸huts.
Immeĕ oshtyat¸huts natsetsa.

Sēokutch karawash washtye sitchu.
Tua imme satyashe karawash washtye sotchowēt̨yo.
Imme¸a karawash washtye satse kowkutseiosho?
Satyashe karawash washtye imme kowkutseiosho.
Hina showo nutyĕko chatye.

t̨ua imme iske t̨yusha.
t̨yusha imme kowkutsaiyawe.
Tēya kokutch t̨yusha
t̨yusha komētsa kotyetyu thoko.

Sēokutch tēya komētsa.
Tēya kokutcha iske hutstse.
Hutstse ĕkatsa, tēya washtye, tēya washtye, tēya washtye!
Tēya komētsa kotyetyu thoko.

LESSON IX.

Muh! iske natse oshtyat¸huts.
Iske oshtyat¸huts na:ho hishome.
Hinome saiske oshtyat¸huts.
Immeĕ oshtyat¸huts natsetsa.

Sēokutch karawash washtye sitchu.
Tua imme satyashe karawash washtye sotchowēt̨yo.
Imme¸a karawash washtye satse kowkutseiosho?
Satyashe karawash washtye imme kowkutseiosho.
Hina showo nutyĕko chatye.

t̨ua imme iske t̨yusha.
t̨yusha imme kowkutsaiyawe.
Tēya kokutch t̨yusha
t̨yusha komētsa kotye¸yu thoko.

Sēokutch tēya komētsa.
Tēya kokutcha iske hutstse.
Hutstse ĕkatsa, tēya washtye, tēya washtye, tēya washtye!
Tēya komētsa kotye¸yu thoko.

LESSON XI.

Hinome sĕokutch iske koyowtsa musa. Koyowtsa musa imme aihowĕko kawashtye sotchoowētyo musa washtye. Musa shĕ musa washtye immetsapa eistchu eistchustche tyĕka stchu ka,

Iske kowe̱onyeme kaiechoñyme hustchētsa mastya, shĕ iske kishata koyowtsa kwako.

Mashtya imme čĕko nityakonishe kwako.

Ñyeyotyo kwako?

tēya	mutyetsa	tseeina
sitch	sewēstchea	ityĕĕtsa
kochēno	owēsheiañye	epech
heashe	kowkwetsče̱a	kutyeeh

Itye hishome ñyokutchtyo mutyetsa thick katyashe tēya? Imme̱a ̱ua iske tēya, komĕ imme̱a ̱ua iske mastya? Imme̱a ̱ua iske mastya? Sah, ̱ua imme iske tēya. Tēya itye ñyomētsko; thick imme itye mutyetsa ñyomētsko. Keitsho, Tom, shoukchina hinometitch shomētsanshe.

LESSON XI.

Hinome sēokutch iske koyowtsa musa. Koyowtsa musa imme aihowčko kawashtye sotchoowētyo musa washtye. Musa shē musa washtye immetsapa eistchu eistchustche tyēka stchu ka,

Iske kowetonyeme kaiechoñyme hustchētsa mastya, shē iske kishata koyowtsa kwako.

Mashtya imme ččko nityakonishe kwako.

Ñyeyotyo kwako?

tēya	mutyetsa	tseeina
sitch	sewēstchea	ityčětsa
kochēno	owēsheiañye	epech
heashe	kowkwetsčta	kutyeeh

Itye hishome ñyokutchtyo mutyetsa thick katyashe tēya? Immeta ta iske tēya, komē immeta ta iske mastya? Immeta ta iske mastya? Sah, ta imme iske tēya. Tēya itye ñyomētsko; thick immē itye mutyetsa ñyomētsko. Keitsho, Tom, shoukchina hinometitch shomētsanshe.

LESSON XIII.

Ann	kuts	koyowtsa
immetsapa	schis	hishome
imme	sitchu	kwae
ţaah	sko	sekoma

Ann, hatso kusheitye shaah hishome? Hinome imme schis kusheitye. Immeţa hishome nowe schis kusheitye? Sekoma, hinome imme kuts kusheitye. Sko hishome satse hĕmakokuţaow hĕmakosuttyeshe hinome.

Ned	mame	sko
Hal	mēsho	satse tawa
koowētyosewasho kasha		satse tyuetsaow
kochēno	mutyetsa	howe

Ned katyashe iske koowētyosewasho kochēno. Itye hishome ñyokutchtyo kochēno? Immeţa ţua kochēno iske kwēme natse koowētyosewasho? Itye kochēno ñyomētstyo? Hal katyashe iske koowētyosewasho kwako. Katyashe kwako itye komētsa. Itye kwako ñyeyotyo? Itye kwako ñyeyotyo shĕ ñyomētstyo tyĕĕ? Ned, howe keikoiya kochēno imme iske satse tawa cachatsaow. Hal imme iske kocha cach, sko satse sah tawatsaow each.

LESSON XIII.

Ann	kuts	koyowtsa
immetsapa	schis	hishome
imme	sitchu	kwae
ɬaah	sko	sekoma

Ann, hatso kusheitye shaah hishome? Hinome imme schis kusheitye. Immeɬa hishome nowe schis kusheitye? Sekoma, hinome imme kuts kusheitye. Sko hishome satse hĕmakokuɬaow hĕmakosuttyeshe hinome.

Ned	mame	sko
Hal	mēsho	satse tawa
koowētyosewasho	kasha	satse tyuetsaow
kochēno	mutyetsa	howe

Ned katyashe iske koowētyosewasho kochēno. Itye hishome ñyokutchtyo kochēno? Immeɬa ɬua kochēno iske kwēme natse koowētyosewasho? Itye kochēno ñyomētstyo? Hal katyashe iske koowētyosewasho kwako. Katyashe kwako itye komētsa. Itye kwako ñyeyotyo? Itye kwako ñyeyotyo shĕ ñyomētstyo tyĕĕ? Ñed, howe keikoiya kochēno imme iske satse tawa eachatsaow. Hal imme iske kocha each, sko satse sah tawatsaow each.

LESSON XIV.

kaash	ka	ţaah
kukañye	the	iske
koeach	epech	mēsho
koweia	and	Ann

Ann tseañyekwea katyashe tēya howtyu kukañ-ye kamastye keianatye. Tēya etsetch kwae sēch-añyeshe. Tēya how¸yu etsetch kamastye kaashtyu. Hishome satse chokutch tēya? Tēya howtyu satse iska kamastye nowe howtyu kamastye kukañye etsetch.

suña	tyĕĕ	keiţhoa
seeina	koweţoñyeme	koweiskuţyetsţa
kaikoiya	komēts	sēokutch
tēya	hishome	stchomo

Itye tēya nityatyo suña? Pokutch, sēokutch, kwae kaiechonye koweţoñyeme immetsa tēya. Ah, wa keitsho tēya kaikoiya suña. Hishome chokutch komētsţa suña? Ñyomētstyo suña tyĕĕ? Tēya satse seotyemētyo omētse tyĕĕ. Tēya sitya suña.

LESSON XV.

imme	kishaṭa	ṭo pech	eipecha
hinometitch	seiyastchema	pityesha	keispechaṭye
sashe	satse	kako	čkatsa
the	kochēno	weie	petsoa

Hinome sēokutch iske tēya. Tēya kako satyashe kochēno. Immeṭa satyashe kochēno eikeia seiyastchema? Hanye showoh hinometitch ñyokchana. Tēya satse itye ñyokutchshoño satyashe kochēno weie. Pityesha kishaṭa hustchētsa kochēno imme paowyaṭa.

mutyetsa	aastche	tyěč	sewasa
epech	kokwea	chaṭye	wawa koṭots
kasha	musa	koměts	kaowṭa
kwako	the	howanaañye	aṭyewañye

Iske mutyetsa anutseponeie iske musa thick iske kwako kasha tyēkañuh. Mutyetsa kokwea eistchu aastche kasha tyēka stchu. Musa kako kwako, shě kwako kowanaṭyeko musa. Mutyetsa saaṭa aastche kasha. Musa thoko chaṭye shě kověsa tyěč.

LESSON XVI.

sewasa	ṯaah	she	kaeitse
mame	the	epech	koshṯo
tseeina	komēts	ashañye	kaiastche
kwako	oshatcha	mēsho	stchatchu

Kwako mēsho mame sewasa satse ityе ñyeputṯyekoño; sko kwako satse mame sewasako satse ñyosṯokoño. Kwako eistyu kaah ashañye sewastchañye ṯyēka stchu. Kwako eistyu kaah ashañye sewastchañye ṯyēka stchu, kaaspeēh.

kaash	sṯoēts	kaeitse	seio
koowēṯyo	she	wēpēñye	kocha
ṯēya (karawash washṯye)		kopyowkwea	ĕka
Ann	kashe	iske	koṯots

Ann ka iske koowēṯyo tēya-kaash. Ann sēohĕčtsanye tēya-kaash eityu eitsimme eistchusche ṯyēka ṯyu Ann kashe. Ann sityesha tēya seio hĕme zē kapeweshe. Katyashe tēya satse kotchow kwa iske karawash washṯye kotchanshe; satse kochaño kwa iske karawash washṯye iske seie sēanshe hustchētsa. Eisutchṯya iske sēpĕ imme kukañye.

LESSON XVII.

ţo pach hinometitch sutchaţyashetshe pame kowweicha koēshai chaţye (ashañya sewastchañye)

tēya	ityе	natse	sah
kochēno	epech	eskawa	sechuma

Weie imme iske seie aţumatse. Showoh chaţye. Showoh choţye nutyēko sutchaţyashetshse tēya. Hinometitch itye nutyēko ashañye sewastchañye weie seotsotstche. Hinometitch itye ñyopţyiname sewastchañye satyashetshe tēya ţoma nowawēsheiţyēya.

seio	eie	tawa	the
ka	komatsanye	hinometitch	ţua
kashe	koweia	immetsapa	wĕĕ
Dios	sashetshe	howanaañye	hamasho

O! nashtēa Dios, pame kohĕĕtsanye hinome sotsitseshe. Komatsanye hinome ekochañye kwae hinome seechanyeshe. Sanashtēashe Dios itye ñyuwakutch skwachoma seio hatso zē esechanatshe. Komatsanye hinome hatso zē etsechanshe ţyokochanshe kutchanaţyēa. Komatsanye hinome esetch seio hañо hatso zē kwae hinome choyañyekweanishe. Komatsanye hinome esetch hañо kwae seio hañо sheañyekweanishe ekochanye hinome.

LESSON XVIII.

mastya	kishaṭa	komēts	seaṭa
hustchētsa	suña	kwako	koweṭonyeme
ĕkatsa	musa	tēya	kotsitchiṭa
ityе	oshtyatṭhuts	kokutch	kuskeitsṭa

Mastya ityе ĕkatsa: hinome imme soweṭonyeme seiechonye. Hinome satya iske koyowtsa kishaṭa kwako. Iske hutstse sēokutch hinome. Iske tēya sēokutch hinome. Hinome sēomēts shĕ soĕskomush. Hinome imme mame soweṭonyeme seiechonye satse ityе iske hutstse nityastyomaño hinome. Iske tēya satse ityе nityastyomaño hinome, hinome seomētsa.

kotsotsṭa	ṭomēka	to	kaeitse
kwachiñyea	sipkawēṭa	etsetch	pame
satse	okweañye	eistchustche	koshṭo
and	kustchĕtsṭa	oshatcha	stchatchu

Musa ityе ĕkatsa: hinome satse ñyotsosaskoño, hinome sewachinyea. Hinome ityе ñyomētse. Sēokutch hinome ityе nityase iske suña. Hinome ityе nityase iske tsape, tsape satse tyĕĕ tsēono. Hinome ityе sēostchetsṭa, thick hinome ityе neitsese kanachowēma. Hinome ityе neitsese eitinyeyañutyu iske eistchustche tyēka, ko sewastchañye tyēka tyu.

LESSON XIX.

tyĕč	eipech	kuts	tawa
spuna	čkatsa	kwako	hutstse
kareta	itye	otyatyeṭañye	nawēka
tseama	koēshai	sineichañye	hinome

Kwako itye čkatsa: hinome itye ñyomētse. Hinome itye ñyeyose, sko satse mame tinyeae eiseshṭai. Hinome itye nawēka ñyewayaskoma, shĕ hinome immet a eiyaawe hutstse tyĕka. Mastya thick suña itye nityaskoma hinome; sko hinome sēokutch mastya suña, hinome komētse tyĕč.

sēokutch	sewēstchea	tea	akutchtse
stchomo	owēshaiyañye	kaowṭa	tsēpakwea
kotyettye	kaowkowētseṭa	tskaah	astyeponeime
sewēstchea	mutyetsa	natse	wēshonye

Stchomo itye čkatsa: hinome ñyeyose tinyeae eiseshtai. Hinome seototsṭa, sko satse hinome styuitsiptyo oweisṭane tea tyĕya nēskasinishe. Hinome seotsotsṭa tskaah akutchtse tyĕka, shĕ yoko sēo tyĕč. Mutyetsa, satse ĕčkoño ñyomutyetsaskomañyesho hinome; stchĕ hinome imme tawatsṭa hutstse tyĕka.

LESSON XX.

Ann	mēsh kope	sēokutch	hishome
Tom	masṭya	sitchu	eskawa
Tray	suña	waksh	skotsip
čkatskwea	tēya	him	popyowtsa

ṭua imme hustchētsa Tray. Tray imme iske sitehu tēya. Itye hishome sēokutch sutchatyashetshe hustchētsa Tray, sitchanishe tēya? Tom thick Ann sityesheṭaño tēya. Tēya ñyomētsko hamatsa Tom Ann popyowtsaño tēya. Keitsho, Tray, hañye showkacha hinome kwa hañye hishome itye ñyomētsho.

Sly	kochēno	ško	eel
hutstse	kwako	ṭo pech	koṭawatchṭa
kayawaṭcie	kwae	and	kaṭaka

keiyawčč weie sekoma kamatyetyañyekwea

Sly itye enetchako kwae seechañyeshe. Sly imme iske tēya sewasho koowētyo. Sly itya katchṭyea ñyomētsko iske kochēno ko thick iske waksh. Sly kaatchtyea ñyomētsko iske mastye ko thick iske weyes. Sly itye kaatchṭyea ñyomētsko iske kwako ko thick iske suña. Iske mastya ko thick iske kochēno satse natchtyeyakoño ñyomētskoño Sly.

LESSON XXI.

tseeina	kotsitchta	sko	eel
koeach	keiowo	hishome	kaowta
itye	kokutch	nutseaah	kataka
keiawĕĕ	weie	itye	kotawatsta

Hinome sēokutch iskē eel eikeiyawĕñyesho, shĕ hinome sĕka keika nityase eel, sko satse ityetsaow. Itye hishome nityatye weie? Sah, satse tsētyomaño. Eel imme mame nutseaah kaah eikeiyawĕñyesho. Hishome itye ñyokutchtyo eel; sko hishome satse itye nityashoño eel pato hishome sĕka nityachoñyeko,

to pech	musa washtye	etsetch	immetsapa
she	imme	the	weie
sko	kashe	satse	sekoma
ka	tseanyekwea	kowstcheaanye	ityĕĕtsta

Pame musa: musa imme kowwashtye musa washtye. Pame kanitchtyea musa tyēka weie, eiseapĕ sēpsho hinome eihowĕkose, Sekoma satse itye hinome weie ñyenitchtyeaskoño musa tyēka? Satse shepĕto sekoma, sko epech kwae hishome sheechanshe. Hinome ekeich kwae seechanshe. Hinome pame kanitchtēa.

LESSON XXII.

kopyowkwea ityĕĕtsa howe heyatsa nawēka
anamatye kua sekoma mame tawa nawēka
kastchochtse kua zē kowwaa kaiatanish
keikapinye koēshai hama kwawaa kaiatanish

Zē heityetsa eikŭatsishe tyēka tyu?

Iske kowwaa. Iske kowwaa imme eikuatsishe tyēka tyu.

Zē heityetsapa eikowwatsisho?

Nawēka. Nawēka immetsapa eikowwatsisho.

Kowwaa imme eikuatsishe tyēka tyu.

Zē heityetsapa eikeiatyu nawēka?

Keiatanish. Keiatanish immetsapa eikeiatyu nawēka.

Nawēka immtsapa eikeiatyu kowwaa.

Kowwaa imme eikuatsishe tyēka tyu.

LESSON XXIII.

seshṭai	aroz	suña
kwēme stchumuts	sotsimme	suña
hachañye	añyĕtse	musa
tyuetsaa	seañu	oshṭyaṭhuts

Iske tēya itye scianowwatsṭa thick komēts thick koēshai. Iske waksh itye nasṭeicko hoēne tse nowya opewekasho. Iske kwako itye ñyuweiatsoma nawēka eiashañe sewastchañye tyĕka tyu. Iske kaiechoñye koweṭoñyeme musa itye nityako seañu ko thick suña. Iske kaiatanish itye natsako eikuatsishe stychu setyu.

kareta	kua	nawēka
seianowwatsṭa	kaiatanish	nawēka
achacha	kuyoṭa	kowooh
katyachañye	hoēne	kavayo

Iske kavayo itye howwe ñyeyotseko kareta thick hutstse. Iske stchomo itye ñyeko tinyeae seshṭaiyañyeshoĕ shĕ natsako. Iske weyes ko iske waksh itye nopĕko ashañye sewastchañye. Mastya itye nopĕko kwako. Mastya thick itye nopĕko seañu thick suña. Ah, koweṭoñyeme kaiechoñye mastya.

LESSON XXIV.

Mary	heya oponeime	kavayo	suesish
Lucy	kēiṭonitsṭa	keiskutse	(wa ṭeistche
Kitty	ñyoakwechskoma	pĕĕcha	tsēmotye)
(keikapinye	(sēotsipa sa	(satse	keiatye
koh)	imme putcha)	sotsimme)	kowskets

sitchu	sēoska	mokeicha
waksh	nowṭako	Zion
kamapa	sitchu	sityachane
koṭots	kowetyu koshĕĕh	kwēme tawa

Immeṭa ṭua iske tēya, ko iske waksh, ko iske weyes? Sah; ṭua satse immetsaow iske tēya, ko satse immetsaow iske waksh, ko satse immetsaow iske weyes. ṭua imme iske mokeicha. Muh katyashe sitchu kowetyu koshĕĕh thick sēoska. Mokeitcha itye nowṭako iske hutstse. Mokeitcha itye kamapatyēa iske hutstse ñyoṭotsko heikame katcha kamapa.

LESSON XXV.

tseeina	schis	zē	kaaitse
wa tseeina	hishome	hama	koshṭo
eistchustche	keiasha	haṭye	seiastche
oshatcha	weie	koēshai	pame

Epaṭyu, Lucy. Satse na sekeittyo seschatsa weie. Weie imme sechomatsa, stchĕ oshahatcha imme tyĕčtyu thoko. Mary sēpatye stchis, shĕ imme chaṭye koēshaiya. tyuna, tyuna, Lucy, sekoma hishome kutyekei eiṭyu kuttyeschatsa? Epaṭtyu, Lucy, shĕ chaṭye ēma Mary kaapsho.

kukañye	natse	the	chaatse
ka	Ann	ṭua	immeĕ
kasha	mēsho	wĕčh	saañyemasa
hishome	čkatsa	ṭaah	satse kowkutseioshow

Mary ka iske natse kasha, iske sitchu kasha. Hañye showo hinometitch ñyokchana kasha. Kasha imme kukañye. Mary čkatsa, kashe imme ka; ṭaah, Ann, kasha satse itye nashoño hishome. Kasha ka M eiṭyu kowṭame; M imme nasho Mary.

LESSON XXVI.

seshṭai	kite	sēokome
tēe	kowooh	natse
siṭya	eskawa	ṭyuitseyo
piṭya	hama	shumatsa

Tēe imme Tom thick kashe natse kite. Tom ēkatsa shumatseshe Ned tyēka, sēokutch sashe kite! Hamatsa kite imme eitseshṭaiyañyesho, hishome ityе nityaṭyesho kite. Ned tsēyo eskawa Tom, shē siṭyaṭye kite. Tom komēts, shē kite ṭyuitseyo. Shō Tom sowhoh sēokome Ned.

ka	iske	chaṭtye
sēokutch	ṭyue	oshṭyaṭṭhuts
mutyetsa	kokutch	nowe
Ned	natse	suesish

Itye hishome ñyokutchyo mutyetsa? ṭua imme shumatseshe Ned. Ka Ned iske tyowshtaṭṭhuts natse? Itye hishome ñyokutchtyo oshtaṭṭhuts. Ned imme eikaacho kochēno ñyokutchko katyashe kochēno suesish. Hinome sēokutch kochēno kopyowkwe kwēme chupkuñye. Weie imme sho kwēme chupkuñye. Satse itye koch no ñyomotyo wa eikaacho-

LESSON XXVII.

oshatcha	sēokutch	yonapuh
ityе	kwaė	nutseaah
thoko	sekoma	kaowʟa
chate	hawēna	ñyusotsaʟa

Ityе hinome nitʟatyе sowstyatʟhuts, Ned? Hinometitch ityе nutyeakwea ʟochosa ñyokchinʟochosa oshatcha ñyusotsaʟa. Sēokutch, Ned, kwae kukañye kaeitch kopuñye oshatcha. Sekoma imme mame kukañye kaeitch oshatcha ñyusotsaʟa? Hawēna oshatcha ñyusoñyeʟatyo yonapuhñyeañu? Ha; hawēna oshatcha yonapuhñyeañu sonyeko.

Iske tēya kokutch iske suña. Iske musa kokutch suña thick. Tēya komēts niʟyako suña; sko musa sitya suña. Kwae ityе musa sitya suña? Hinome shope hishome. KoweʟoñyemeKaiechoñye hustchētsa musa kwēskoma. Suña howtyupo iske kasha tyēka; sko suña setyomoh hawēna kasha tyēka. Musa titya kamapañyea suña, shĕ kaowʟa suña.

LESSON XXVIII.

komunyesho tseeina akutchtse hustchētsa
oskeiṭs amoko sēpakwea ĕkatsa
sitcha kotsitchṭa wēshoñye kaishṭai
ĕkatsa (satse sēkstcheshow) astyeponeime kowskets
kowtsutchtsa keiaṭa sepĕṭa kotsaiawēṭa

hustchētsa sewasa keiatah
immeĕ pasho hishome
amometsa mēsho cheiowoh
(satse sēkstcheshow) sĕka suesish

ṭua hustchētsa hutstse imme amometsa, thick sewasa, shĕ satse sēkstcheshow. ṭua hutstse imme sēyotseya katyashe tēya, iske suesish tēya kukañye. Mēsh meiko ṭua hutstse imme keika mutyetsa, immeĕ hishome; sko weie imme hustchētsa, shĕ sewasa, shĕ amometsa. ṭua hutstse satse howe keiatchshow pasho ñyomatsēomañyesho. ṭua huts se ñyotsipatsēoma ñyeotseyatseomañyeshe katyâshe tēya suesish.

LESSON XXIX.

Kareta	ɬua	sēeipaɬyekwea
shukasha	wĕĕ	tawa haño
ishɬoa	hishome	howapoñye
sēpuña	weiye	kowawapo

Itye hishome ñyokutchɬyo ɬua kareta natse thick omishɬoeye? Immeɬa ɬua iske natse kareta, komĕ immeɬa ɬua iske sowēñye kareta? ɬua imme iske natse kareta, sko omishɬoeye imme sowēñyetsa. Iske natse kareta thick iske omishɬoeye sowēñyetsa. Satse hishome howɬyu ñyopcho kareta ɬyēka ɬyu?

sēmocha	howanaanye	wak
hachanye	howanaanye	sowoh
sēstchēñye	Jane	suesish
kwisk	howawapo	Susan

Each Jane Day ka iske natse wak. Jane thoko kokchañye Susan Page, shĕ Susan sēuttye ɬua wak Jane. Wak imme sēstchēñye, thick kana kwisk. Wak imme sēmocha thick kowawapo kukañye. Jane ka iske suesish kasha eityu ñyetseko wak.

LESSON XXX.

skashe owañye	keitsaatse	mutyetsa
skashe	kamaskuucheiko	kaiatanish
ayowstyowañye	tseeina	sēoshētsa
seokome	skutyits	kowshutsa

Iske skashe, iske skashe owañye, iske ayowstyowañye, thick iske seokome. Itye iske skashe neitsaatsetyo? Itye iske skashe neitsaatsetyo tyĕĕ? Ha, iske skashe itye neitsaatseko settyu. Skashe itye neitsaatseko tyĕĕ kwae itye iske mutyetsa komētsanshe, ko thick suesish kaiatanish kwae itye tseatanishe tyĕĕ.

of	kotsotsta	seshtai	tona
tsēo	tea	chatye	ha
stchomo	sashe	sekoma	hishome
tskaah	nakutchtako	keiatsa	weiye

Itye hishome ñyokutchtyo sowskuttye? Iske stchomo imme eikeiaka oskuttye tyēka. Sekoma howkop stchomo oskuttye tyēka? Immeta oskuttye natyo iske stchomo? Sah, oskuttye satse imme nakoño stchomo. Stchome howkop oskuttye tyēka kotsotsta tea. Kotsots stchomo shĕ yoko tsēo. Tsēo chatye seshtaiyanyesho. Nakutchtako tyēka thoko thick kotsotsta kashe tskaah.

LESSON XXXI.

seshtai	wayosho	hawēna
kweme schumuts	kowyĕĕ	seatyu
keiowoh	koweiañyesho	seeí
koeach	keimatshe	keitsaatse

Itye hishome ñyokutchtyo wayosho? Itye wayosho neitsaatseyotyo? Itye wayosho ñyeyotyo thick? Ha wayosho itye ñyeyoko shĕ neitsaatseko thick. Wayosho itye ñyeyoko tyĕĕ. Wayosho itye neitsaatseko eikoweiañyesho, ko ñyeyoko eiseshtaiyanyesho. Wayosho itye neitsaatseko eikoweiañyesho setyu.

hapañye	kokop	hamasho
kokutch	ocheiots	pachama
mēsho	kua	keispechatya
ĕkatsa	kocheiots	kokwea

Iske kokop imme eistyuka iske kuatsishe hapañye. Kokop satse itye nēkañyekweakoño sechumatse; sko kokop itye nēkañyekweako kopunye oshatcha. Iske mutyetsa kokutch kokop, shĕ kope iske hutstse, Iske kokop imme eistchuka kuatsishe stchu hapañye. Shĕ hutstse keiowooh kowcheiots shĕ kocheiots kokop.

LESSON XXXII.

tyĕñye	kokutch	kowetyumechañye
beer	china	seochawañye
haweēma	nutseae	keiotse
howeputta	koskuttye	ĕkatsa

O Tom, haweēma shĕ pokutch tyĕñye. tyĕñye tyēka? Sekoma, Ned, immeta wĕĕ iske tyĕñye? Ha, wĕĕ imme iske tyĕñye. Satse itye hishome ñyokutchtyomo? Satse na tyĕñye imme mame kowkutseiowo thick kaiechonye? tyĕñye howethok nutseae eichina nakop koskuttye.

Jane	kochacha	Sam
amomatsa	eisitch	suesish
keiowo	nutsatye	keiokei
keiatsa	naskeine	keiokei

Amometsa Jane! Kashe wak imme kaowkaiotse. Suesish Sam Page imme eikeiatsa. Jane totsetch kashe wak, shĕ Sam Page kota wak. Sam Page eichokwea wak einutsatyañu; shĕ weie wak imme keiokei. Wak kashe kunaskeitoa imme yoko kaeich. Satse itye hishome ñyokutchtyo wak kunaskeitoa eie nutsatye?

LESSON XXXI.

melone	satse kosomo	koēshai	eiyoe
sotsetsetch	kotsitchła	hatse	łokanitchtēa
lemon	keio	kaowła	dover
karo	sityachane	hatsomasho	kopewewa

kokutch	kua	wa tseeina
keiawanishe	keiowooh	mame
kowaah	immetsapa	kotsitchła
nawēka	sirawĕ	kokutch

Imme keiawanishe amooh kaiatanish katyashe kowaatsishe? Pokutch kwae kotsitchła thick satse sewēstchea immetsa kaiatanish. Suesish Sam Page kokutch kowaah. Sam Page tseeina kowaah eityuka kuatsishe styuka sirawĕ, thick chaowasha kowaah. Sam Page cheiowo kowaah nako nawēka zē immetsapa eityuka kowaah. Satse na immetsaow Sam Page iske mame, mame sa kwełonyemishe each?

LESSON XXXIV.

owas‡añye	tyeeipatye-kwea koh	kwako hutstse	sewatow
mame-koso	eityuotye	flock	koshamats
page	iska	dock	kainatye‡ai
sanawanye	naia	aastche	sewēstchea
gage	omoh	kutchtyo	kotsiska

Ann	oh	imme
pĕĕsh	weie	shĕ
kutchashe	kwae	sewēstchea
sityachane	eskawa	naia

Ann hishome itye pĕĕsh kutchashe sityachane weie, shĕ hinometitch nochomosochooh chatye. Ann pĕĕsh kashe sityachane, koshtyat‡hutsa, shĕ imme Ann komētsta katyashe tēya koowētyo. Ann thoko eskawa ka naia; shĕ kwae skwēstchēa immetsa Ann!

LESSON XXXV.

awañye	seokome	mashatsa	eipech
awaañye	hoaweñye	stuts	keitsoa
wawa-koṭots	sastche	ṭyeme	makutsa
skoṭotse	trace	kupsh	kowanechañye
sispeyaṭa	heitye	koweipe	seuchu

lark	katsa	kaeitse
kotseiawēṭa	koskeio	pestcheko
kachachaṭyaya	eistchustche	heitye
kwetyumechañye	musa	seuchu

Satyashe kishaṭa tēya wastye itye nutseiawēṭako ṭaah iske tēya. Iske tēya itye eitinyetyu kaeitse iske seshchatsa ko thick iske washats itye kaeitse. Musa itye kuyoṭa, shĕ hinome tyushaṭaawe musa eistchu shaah satyashe. Musa makoko pestyeko neitseko eistchu shaah satyashe shĕ thick kuyoṭa. Satse sēotshosho musa tēya washṭye ṭyēka? Sah; sko musa sēotsho hustchētsa tēya.

LESSON XXXVI.

shoṭa-hutstse	wawashowchañye	kohotsa	howse kaastche
oṭyekona	kowmotsṭa	seoyasṭosṭotsṭa	pittya
wetyetsatse	kochowa	seyaawa	pa-katchuittye
ṭyunamats	koowēṭyo	katitṭyo	otsemastcheme
pischañye	kanaschochoe	kweichopitsṭa	kwēchokos

kaiatanish	tseeinokwea	kuyoṭa
pokutch	kochowa	satse tsēpeio
koowēṭyo	seaña	kechatchoa
musa	satse tawa	kaiyotsetsa

Itye hishome ñyokutchṭyo musa thick satyaṭyemishe koowēṭyo kaiatanish? Haah musa tseeino kaiatanish, musa nówṭako kaiatanish. Musa itye nityako tseaña; stchĕ tseaña skowachawaya shĕ tseaña wēchintsekwea hinometitch ṭyĕka. Sko musa satse itye sityako satyashetshe koowēṭyo kaiatanish. Kaiatanish kuyoṭa shĕ sachatchoa hinometitch kayotsetse.

LESSON XXXVII.

loraz	sittyumishe	kwepětyitťa
sinowts	keikapinye	tseaťa
tsipcheia	sitchu	keinitťa
skosomeshťa	zē	kockchinkwea

O Mary, haweēma shě pokutch loraz! Satse na immeťa ťua iske loraz añyetse sitchu? Immeťa ťua loraz natye hinome, sko immeťa ťua loraz nacho hishome. Loraz satse imme nashoño hishome thick satse naskoño hinome. Loraz imme nako Lucy. Ah! kwae skeie añyetse loraz koěč kutcha Lucy.

eie	howanaanye	saatawe
kaiatanish	howanaanye	kwepětyitťa
immetsapa	kē	ťohatsoma
nutseae	kuuchei	sēpei

Ah! muh koweťoñyeme kaiechonye musa eityu kaeitse. Kwae pestcheko immetsa musa: musa kana imme kucheie; sko musa satse immetsaow tsēpeiyo. ťo hatsoma musa chucheie kana imme thick styuttye. Sko musa itye, musa nityako satyashetshe kaiatanish. O! satse showeañyetyo musa pame pitya satyashetshe kaiatanish.

LESSON XL.

wakune	karñyĕro washtye	kaaiko
karawash	shoeanatyu	meiko
maskokanishtēa kokutch		itye
karñyĕro	ţo na washtye	seiastchema

Immeţa ţua iske karñyĕro komĕ iske karawash, komĕ immeţa ţua iske karawash washtye? ţua satse immetsaow iske karawash washtye, ko satse iske karawash. ţua imme iske karñyĕro. Immeţa ţua iske koyowtsa karñyĕro, ko immţa ţua iske ţo na washtye karñyĕro? ţua imme iske koyowtsa karñyĕro. Karñyĕro tsēwēyo kowashtye karñyĕro washtye. Kwac kotsitchţa immetsa karñyĕro.

kowsēnits	tawa	haweēma
sēoska	sityesha	kanishtēa
showooh	howanaañye	kavayo
mistchits	kutchtchashe	suesish

Hinome skotsip ţua kavayo. Hinome skotsip katyashe sitchu sēoska. Hinome skotsip katyashe suesish kanaskeittye thick katyashe kana mistchits. Haweēma, kavayo, kwēme kowsēnits. Howekanishtēa. ţaah! hishome wĕ howĕchĕots añye kawatycich sēoska tawa. Kutchtchashe kanaskeie imme tinycase kanaskeitye. Weic pityesha kavayo seiastcheme katyashe shĕ thickina pityesha ashanye kavayo tyēka.

LESSON XXXIX.

iske	eiṭopech	eskawa
ṭyue	koanutch	mistchits
waksh	sunatsiṭṭyu	stchumuts
oṭyeitsimme	hawēna	kavayo

Itye iske hutstse iske kavayo nopotsitsṭyo ṭyēa? Hutstse itye nopotsitsko iske kavayo, sko hutstse ṭyue katyaṭye kavayo. Ah! ṭaah imme hutstse ka; iske mistchits thick iske stchumuts. Itye hutstse nopotsitsṭyo seṭyu? O ha; sko hutstse itye nowanachako sunatsiṭṭyeye shĕ nēwanachako.

mutyetsa	hoēne	pah
waksh	zē	ishaṭye
čkatsa	skowooh	sunatsṭyĕĕ nopse
kutchchashe	heitye	keiapotsṭa

Iske hutstse hustchētsa kayeieiṭyuma iske mutyetseshe keiaposṭa iske waksh. Hustchētseshe hutstse ṭa čkatsa, zē heitye tawatsa imme kutchchashe waksh? Mutyetsa čkatsa, suchatyashetshe waksh kashṭeie hoēne. ṭua hoēne hinometitch sowowechana ishaṭye. Hinometitch nochape sochosa ishaṭye thick pah sunatsṭyĕĕ nopse.

LESSON XL.

natse	tawatsa	howe
añyĕtse	sityachane	sánawe
kwĕtse	tawatsa	kutchashe
ka	haweēma	sowooh

Haweēma, Mary, shĕ pokutcha sashe natse sityachane. Iske natse sityachane, Lucy, chutcha hishome iske natse sityachane? O ha, shĕ sityachane imme skeie añyĕtse sityachane thick. Ha ţaah hishome kutcha. Howe kutyutye sityachane hishome? Kutchánawe? Kwae añyeshokutch thick tawa immetsa kutchánawe.

hawe	tsē nopko	ţyukañye
shokaka	kowēcha	shoţa
shokaka	suesish	china
kokutch	nowya	sitch mame

Tua imme iske shokaka eskawa katyatyemishe suesish shokaka. Shokaka immetsapa eichina. Itye hishome ñyokutchţyo shokaka? Shokaka kokutch kwĕtse iske shoţa; sko shokaka imme sitch mame, shĕ stchumuts kwae hawe. Shokaka ka sitch kowēcha thick suesish kastye. Shokaka satse tawatsaow opewe satse nopskoño.

LESSON XLI.

kaiatanish	kowanacha	kostchemitsṭa
haweēma	tyuitseyo	kochinñye
koasa	sakwech	kokwea
heityetse	anyĕtse	konupitsṭa

Pokutch! oh sēokutch ṭua imme konupitsṭa poreika! Poreika kowanatcha katyashe koasa kochinñye thick kostchemitsṭa: Katyashe koasa manie mashatsa imme mashatsa kochinñye; Ekatsa, immeṭa ṭua satse na iske añyetse sēokutch?

Sakwech, sakwech, haweēma shĕ pokutch! ṭua satse immetsaow iske kaiatanish, ṭua satse immetsaow iske stchomo: Ah! poreika tseyo, poreika tinyeae tseyo; Weie poreika eitinyeaṭyu kokwea iske akutchtse tyēka kokwea.

tsaaah	sekah	wĕĕ	tsē tsēocho
sēotseipo	stchastchu	shĕ	sṭutshe
kochowa	ṭotsetch	ṭua	saakashe
keiowoh	katsa	wĕĕ	eitsitch
eiyaskañye	kuyoṭa	wēē	kopo
schesṭa	koasa	kutchashe	kottyee

LESSON XLII.

kayawaṭeie	koyaskowasiṭa
sityepe	koṭanitch
koṭanitch	kaiyotse
keimats	hatsoma

Lark imme tinye sutchṭya tseaṭa kayawaṭeie oshatcha, Stchomo imme howe tseaṭa; Sēe katyashe koṭanitch imme kaacheia, Eistchu sityepe kayaskowētsṭa ĕkatsa.

Itye kaiatanish, shĕ stchomo, shĕ sēe, imme koṭoñyemusa, Hamatso hinome sotsimme soṭanitch? O hinome komatsanye nēputtyesinishe kaiotse ṭyowa, Shĕ sashe noṭanitchsinishe kanitchṭyea.

keitsoa sēkeishe sekoma yawashṭye seshṭai kokutch oshṭyatṭhuts howe sewaṭyo { kweme / stchumuts stchomo sityepe zē kweañukutsṭa eikowētsho itye kokutch hama osapats komus amoko sityachane heitye spechatse sṭoēts sēotsipa shówēwēts haṭye ṭakuts tsēmoṭye

LESSON XLIII.

makutsa	ĩutsaṭa	mame
kaiatanish	kaówṭa	sewēstchea
sutye	howéko	naia
owashṭañye	thickina	komētsṭa

Pokutch makutsa eskawa katyashe kaiatanish thick owashṭañye. Iske scie kanaia seutye makutseshe iske kaiatanish. Kaiatanish imme komētsṭa natsaṭya; thick shĕ iske kaechoñye musa howethoko shĕ kaówṭa kaiatanish.

Suesish makutseshe imme mame kotsitchṭa. Shĕ kanaia seutye makutseshe iske natse kaiatanish.

Weie makutseshe imme thickina sewēstchea.

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seshṭai komus kopĕṭotsa kopyowkwea
kwēme-stchumuts sṭoēts sewaṭyo kokwea
eikowwētsho tsēmotye kweanukutsṭa koṭyowēsṭa
hachañye satse-stchatshow osapats kokweeishe
ṭyuetsaa freak spetyetse sēotseiposo
waṭyeyame katsa sēokome kaatsa
okweañye kowweishots yowastche kochowaya

LESSON XLIV.

seshṭai	tsape	tyĕĕ
stchomo	sēe	sēoṭyeshu
mapañye	tēsē	tseaṭa
weisṭañye	satse-shame	kopyowkwea

Iske tēya washṭye imme mēsh kopyowkwea iske weisṭañye tyēya. Tēya washṭye kokutch iske stchomo shĕ iske sēe. Stchomo satsena howkokwea iske nakutchṭokoñyesho. Stchomo tseaṭa seshṭaiyañyeshowe. Sēe satse tsēyoñō. Iske sēe satse itye tsēyaṭyow, sko sēe itye ñyomētsko.

Tēya washṭye sitya kamapa tyēya eiṭyu sēe sittya. Sko tēya washṭye komēts tyĕĕ stchomo tyēka kotyeĕtyĕ. Imme stchĕ stchomo mame sitchu, stchĕ satsena shame kweṭoñyeme tēya washṭye sēoṭyesho stchomo tyēka.

kokwea	sakwech	wētyitsats
shame-četseakwea	ṭakaañye	seamashṭo
koṭyowētseṭa	hutstse	kokweaṭa
kusheittye	sotsekwea	kopeitsṭa
sañuchutsṭa	oyaṭawe	kokweeishe
koshṭyuitsho	mame-chuchananuts	sēotseipuso

LESSON XLV.

oyaṭawe	tyĕĕ
kokweaṭa	weie
seamashṭo	sēoṭañyekwea
kusheittye	hutstse

Iske seie kusheittye, iske mastya sēyamastchishe kokutch iske kishaṭa kwako kokweaṭa eistchu iske kaastche kasha tyēka stchu. Mastya kaiechoñye koweṭoñeme čkatsa, hinome itye nityase opewe weie. Sko satsena ṭaah. Iske kocha mutyetsa kokutch mastya, immeĕ stchĕ mastya kotsitchṭa nityakonishe kwako. Mutyetsa komēts kowcheiots kaaikoiya. Mastya kokutsh mutyetsa kowcheiots howe kaaikoiya. Ah! čkatsa mastya, hinome satse itye nityasinishe kishaṭa nopsinishe weie.

Sah hinome sayokoṭhosčow, wĕĕ mutyetsa ñyeeinakoma hinome. ṭaah, mastya komēts yoko tyĕĕ.

pame-na-ēma koasa wĕĕ echina owētyeme hatse hawecheiko shĕ-imme { koweñyeĕ- / stchuputs } { kona- / tyume } koēshai sēokome weiye stchomo-kama ṅatse

LESSON XLVI.

hawēna	koasa	thickina
eskaiatse	sēokome	tyuitseyo
howeputɬa	konatyumo	tyuitseyo
kowēñyečstchuputs	hatse	iska

Muh mutyetsa thick kashe natse kite. Weie kite kowēñyečstchuputs seshɬaiyañyeshowě.

Kite ñukamesēñuthoko hatse tyēka. O, stchě kite nowe iskaiatse koasotye!

Kite satse itye ñyeyokoño. Epech eie noweinase iske koasa imme ɬaah.

Shaow, keitsho imme tawa. Weie shaow keitsho hañye kite kowko itye tyu ñyeyotyo.

O ha, keitsho hawēna kite tyuitseyaɬa! Weie sēokome imme seio seiskwesputɬa.

Hishome itye tēape shě pityatye kite. Hinome kama shě keieipatye thickina sēokome.

yaka waksh pañye makutsa sitchu satchtye weie kanñye yaspa kuyoɬa keiatchtye otyeitsimme mistchits kopewewa stchats

LESSON XLVII.

ṭyana	kareta	kaeitse
hawe-tsēotseya	keio	koṭanitch
sēpakwea	maēma	kuskatṭyekwea
hamasho	stchumuts	sits

Iske weyes imme ṭyue satchṭye. Iske weyes imme ṭyana kamaṭye thick ṭyana kasṭye.

Weyes itye oṭyeitsimme neikoiako. Weyes itye howeñyeotseyako kareta.

Weyes imme skeie stchats, shĕ weyes tawa koṭanitch nakonishe hutstse.

Weyes imme kusĕĕh kukañye, ko stcumuts, ko mistchits. Imme weyes kopyowkwe kopewewanishe, ko sewastchañye, ko yaka; shĕ kuska sits.

Weyes kaeitse iskeiatseñu nēpaṭako nowanachako, hamasho seio katyashe koṭanitch.

kokutch mashatsa kastchotse itye yonahah kotyeṭye kupsh kēṭoñye sēotsipa pashko kua konuputsṭa koṭoñye enetchako atyashe

LESSON XLVIII.

yonapuh	kua	thick
kama	shĕtyĕtt̨a	kwe t̨oñyeme
howooh	tawatch	otse t̨okeie
koeach	ko t̨oñye	kaah

keiowoh	pashoko	kopewewa	itye
etsetch	sēpei	sowaka-kochinñye	enetchako

Muh, oshatcha imme tinyeaska.

Oshatcha tyĕya sotchowamasho, oshatcha imme koeach ñye t̨oñyekonishe kuatsishe shĕ ashañye kopewewanishe.

Oshatcha komuh hañyesat̨yu, shĕ kopo punaminñuh.

Shĕ imme komunñye oshatcha, imme sechuma kacicha; shĕ imme oshatcha kopunñye imme kupsh kaeitcha. Sho t̨oñye hishome howe oshatcha koeach? Dios koeach oshatcha. Dios thick koeach tawatch, thick seio shĕtyĕtt̨a. Imme tawatch shĕtyĕtt̨a tyĕya kupsho howe eskawachañye mashatsa. Dios seiotse howoh eskawachañye hinometitch seiotse stchashetshe, shĕ pashoskwatchoma stchĕĕmishe nēskonishe. Enetchana sochosa ñyewahemaskowatchomanishe ñyotse t̨okeie sochosa Dios, shĕ otse t̨okeie kashe tawa owēstcheañye.

LESSON XLIX.

sewasa	zē	Willy
howe noyo	satse sēkstcheshow	howĕko
heitṯye	kootsekome	Henry
school	James	noyo

ityetsa	pasho	sitchu	wuĕ
chimmeĕ	sēpaṯo	china oyomunye	Frank

Shĕ, Henry, zē shokchanñyekwea eikeia natse kutchashe sityachane? Hinome sēokchanñyekwea chimmeĕ mutyetsa keisomĕshṯanishe school; James, Frank, shĕ Willy. Noyo howe mutyetsa keisheme iske tawa, sitch nopskonishe. James mame nowya kope kashe tawa nopskonishe. Shĕ imme heya sewasa James. Frank iske mina kashe mame meiko, shĕ satsena tawatsa nopskonishe. Stchĕ Willy seio kwawanachañye kwatsekomishe eie keisomĕshṯanishe school. Shĕ Willy noyo kope ṯo kwēme, shĕ sēochañye iska mina hustchĕtsa hutstse, amometseshe, shĕ satse sēkstcheshow. Heitye, shineichañye hishome, mame tawa etsetch kashe tawa opewe?

LESSON L.

seiastche	čkatsañye	sakwech
keikapiññye	nowe	koṭoñye
etsetch	katsa	kokwea
čkatsa	sēotsipah	Edward

Sakwech Mary, Muh pokutch Fido. Fido imme eisṭyuka kokwea, shĕ kanaskeiṭyu kowko iske oshṭyaṭhuts. Satse na tēya kwae iske suesish mutyetsa each eiṭyu okweaṭye? ṭua imme nowe Fido. Itye hinome nowpĕṭa tēya nachape howpa hinometitch weie? O ha; popĕṭa tēya nachape howpa hinometitch! Fido, hinomtitch imme nuchape sochosatshe iske mame anyĕtse kochēno nuchape sochosatshe. Itye hishome nopĕcho iske yakuchanye howpa hinometitch? Hishome itye natcho kwême suesish seiastche, thick. Tēya satse iske puṭa kwakutsaow. Fido satse itye katsaow immeĕ hinometitch suchatseyatshe. Sko tēya ityetsa tseyah imme itye enetchakonishe sēotsepatsha sēñyemasatshe. Edward imme čka mutyetsa. Eka tēya imme Fido.

LESSON LI.

kanitchtēa	heitye	sityowañyekwea
koweiko	mokeitcha	tiger
kupsh	ṭo na washtye	saapyowtse
karñyĕro	stchats	suttya

konaṭaiyoma sēpakwea tseeina atyash sama
konaṭaiyoma tyēpakwea tseeinokwea atyash kaah

Mokeitcha imme kowooh konaṭaiyoma samistchits. Mokeitcha sēpaṭo konaṭaiyoma sittyomana. Noyachomana mokeitcha kanitchtēa seeipattyekwea nopekonishe. Imme sechuma mokeitcha thickina konaṭaiyoma sotsaṭa. Mokeitcha ityc nówṭako iske weyes, ko iske karñyĕro, ko iske tigar, ko iske hutstse. Mokeitcha ityc nówṭako suttya heittye zē ityc ñyeeinako. Mokeitcha satse nopekoño heitye tseeinow shomotsa. Mokeitcha satse sotsnēchakoño, sko mokeitcha sĕka nówṭako nopekonishe tyēya, stchĕ thick nako keiatchtyemishe tyēya. Mokeitcha imme skeie stchats, stchĕ ityc nówṭako suttya heitye iska atyashe. Mokeitcha imme stchĕ ĕka hochinye atyashe tyĕka.

LESSON LII.

keikciame	sēkeipe	hamasho	stchinatsapa
pitłą	tyĕimmetsa	sakwech	kotsitchłą
kokwea	koso	kowłoe	tsēamshłǫ
kwēchokos	sitya	omo	heitye zē

Henry. O Mary! hinome weie sēokutch iske suña sitchu eie kwametsa; shĕ hustchētsa Nero immeĕ kotsitchłą nityakonishe suña.

Mary. Shĕ titya tēya suña?

Henry. Sah, sakwech, Nero satse sityako, sko musa sitya snña.

Mary. Satyashe musa?

Henry. Sah; immetsa koyowtsa musa.

Mary. O, kwae itye musa sitya suña? Sĕka kope hinome: shĕ ʇyomĕts musa hamasho suña nityaʇyo?

Henry. Sah, sakwech, ʇua satse immetsaow. Musa kwĕskoma eiʇyu iske kasha sitchanishe, eie kwametsa. Suña nyomoko chaʇye ñyomĕtsko; shĕ, ʇo heikame, muse sitya suña.

Mary. Amooh suña! Keimats suña huts skeie nĕamashʇoko, shĕ howetsthoko, keimats, seeipatyekwea zĕ heitye nopekonishe.

Henry. Sekoma, Mary, sah hishome shotsitchʇa stchĕ musa sitʇya suña, imme hishome shotsitchʇa?

Mary. Sah, skowa, hinome satse itye ĕnatsaskoño sah ʇosowĕstcheyanshe shĕ imme musa sityatshe suña; sko hinome satse ñyokutchskoño ko iske suña kunaʇyume.

zero	thick	ĕnañye	eiʇyu
kowskets	naname	china	ʇokanishtĕa
Nero	sutʇya	sowoh	kopewewa
yohaʇye	ʇakañye	sityotse	keichotsea
howĕko	sakwech	okatsimme	iska
tinyeae	ʇakañye	kowshutʇyetsa	naia
shoyana	hutstse	satse-hama	omo

LESSON LIII.

koĕshai	kamastye	keitsaatse	{ mame { hustchĕtsa
howĕko	yae	koeach	Willy
eskawa	koats	oyestyecome	Katy
zĕ heitye	sutchtya	suesish	Carry

Willy, Katy, shĕ Carry immetsapa howpa ka naia eie tseañyeko sutchtya.

Itye hishome ñyokutchtyo Willy? Itye hishome ĕnatsatcho ñyopĕtyuma zĕ kaikoiya kastye shumekawaya?

O ha, hinome ñyokutchse Willy. Satse na cheikoiya Willy iske oyestyekome kamastyeñyĕa? ţua imme kokutch kwa iske oyestyekome.

Willy imme kaikoiya iske oyestyekome kamashtyeñyēa; iske suesish oyestyekome, shĕ ţua imme oyestyekome kocach koats. Iske oyestyekome kocach koats! Sekoma, zē ñeiyotyo iske oyestyekome kocach koats? ţua oyestyekome imme kocach ţoma cēshaiañye. Weie imme yae howĕko sutchţya tseañyeko. Willy itye nowsotsko yae tyēka, kowyestyekome suesish tyēya. Katy thick kaikoiya iske oyestyekome. Satse hishome itye chokutch oyestyekome? Oyestyekome eisitch howˇko katye yae tyēka. Katy añutsitch oyestyekome ñyokutchkenishe tyēya china oyomunye. Itye hishome ñyokutchtyo china oyomunye? Itye hishome ñyokutchtyo kwae hatsomako china oyomunye neitsaatseko? Hawˇna china oymunye thoko satse na itye skokutchow. Shĕ Willy, Katy shē Carry sĕko katchuittyeatse. Willy imme mame hustchētsa ţua Katy tyēka, shē etyu Katy imme mame koyowtsa Carry tyēka.

stuts tseeina keiyastyēţaatsēso mame-hustchētsa
mashatsa katsa kocach satse-immekoño
thēkstche tēya hēske mame-keishţai
kupsh kototsţa oyestyekome eiatyatye
konuputsţa hatse konasputtye kowētyitţa

LESSON LIV.

tama	keiashattyeła	nowe	Jane
hastyeeñye	howkasho	satse-hama	Cora
kokchinkwea	itye	koso	Mary
kakah	chimmeĕ	sityotse	Lucy
naskeine	mame	eiskutchañye	Nelly

Iske, tyue, chimmeĕ, tyana, tama. Tama makutsapa suesish, seio stchana hĕmatsapa; Cora, Mary, Nelly, Jane, shĕ Lucy.

Satsena imme añyettyeshe masecha makutsapa? Kwae tawatsapa shĕ sewowstchea immetsapa.

Suesish Cora imme yañye kwatsekomishe. Muh, Cora imme eiskutchañye, kwakchinkwea kokchinkwea seisomeshtanshe.

Ñyewapĕchawatchoma hishome kwae Cora itye yañye? Cora sityotse kotoñye kashe sityachane, shĕ satse hama chupkunñye howethoko keisomeshtansho. Hatso kusheittye ĕĕsho hishome tēe nowaasonishe tua makutsapa? Makutsapa imme nowe stchis kusheittye seĕh, sko makutsa itye shame kwakchinkweana imme Seia Sityachane.

Lucy imme mame nutseatsa immetseshe weie. Lucy weie iska domēko sēattyotshe imme yañyetsa.

Iske makutsa itye immenatako eiyañye iske domēko, sko satse eitchuma iske heitye zē.

Satsena immeta Lucy iske tawa makutsa imme eiyañye iske domēko?

tua seio imme tawa makutsapa. satsena cheeina hishome heya tawa ñutashonish kwa hatsomako tawatsapatche? Nowe hishome tawakutaow, seio haño kutyinyemasastche hishome mame amoñyemasa kutchaamasa hishome. Dios mame tawa etsetch nako seio tawa makutsapa.

seoyastcheme tua lesson seiasomeshta kweche keisomeshtañyesho anyetse kokchinkwea

LESSON LIII.

koĕshai	kamastye	keitsaatse	mame hustchētsa
howĕko	yae	koeach	Willy
eskawa	koats	oyestyecome	Katy
zē heitye	sutchtya	suesish	Carry

Willy, Katy, shĕ Carry immetsapa howpa ka naia eie tseañyeko sutchtya.

Itye hishome ñyokutchtyo Willy? Itye hishome ĕnatsatcho ñyopĕtyuma zē kaikoiya kastye shumekawaya?

O ha, hinome ñyokutchse Willy. Satse na cheikoiya Willy iske oyestyekome kamastyeñyēa? tua imme kokutch kwa iske oyestyekome.

Willy imme kaikoiya iske oyestyekome kamashtyeñyēa; iske suesish oyestyekome, shĕ ţua imme oyestyekome koeach koats. Iske oyestyekome koeach koats! Sekoma, zē ñeiyotyo iske oyestyekome koeach koats? ţua oyestyekome imme koeach ţoma oēshaiañye. Weie imme yae howĕko sutchtya tseañyeko. Willy itye nowsotsko yae tyēka, kowyestyekome suesish tyēya. Katy thick kaikoiya iske oyestyekome. Satse hishome itye chokutch oyestyekome? Oyestyekome eisitch howĕko katye yae tyēka. Katy añutsitch oyestyekome ñyokutchkonishe tyēya china oyomunye. Itye hishome ñyokutchtyo china oyomunye? Itye hishome ñyokutchtyo kwae hatsomako china oyomunye neitsaatseko? Hawēna china oymunye thoko satse na itye skokutchow. Shĕ Willy, Katy shĕ Carry sĕko katchuittyeaĕse. Willy imme mame hustchētsa ţua Katy tyēka, shĕ ĕtyu Katy imme mame koyowtsa Carry tyēka.

stuts tseeina keiyastyēţaatsēso mame-hustchētsa
mashatsa katsa koeach satse-immekoño
thēkstche tēya hēske mame-keishţai
kupsh koţotsţa oyestyekome eiatyatye
konuputsţa hatse konasputtye kowētyitţa

LESSON LIV.

tama	keiashattyeła	nowe	Jane
hastyeeñye	howkasho	satse-hama	Cora
kokchinkwea	itye	koso	Mary
kakah	chimmeĕ	sityotse	Lucy
naskeine	mame	eiskutchañye	Nelly

Iske, tyue, chimmeĕ, tyana, tama. Tama makutsapa suesish, seio stchana hĕmatsapa; Cora, Mary, Nelly, Jane, shĕ Lucy.

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Lucy imme mame nutseatsa immetseshe weie. Lucy weie iska domēko sēattyotshe imme yañyetsa.

Iske makutsa itye immenatako eiyañye iske domēko, sko satse eitchuma iske heitye zē.

Satsena immeta Lucy iske tawa makutsa imme eiyañye iske domēko?

tua seio imme tawa makutsapa. satsena cheeina hishome heya tawa ñutashonish kwa hatsomako tawatsapatche? Nowe hishome tawakutaow, seio haño kutyinyemasastche hishome mame amoñyemasa kutchaamasa hishome. Dios mame tawa etsetch nako seio tawa makutsapa.

seoyastcheme tua lesson seiasomeshta kweche keisomeshtañyesho anyetse kokchinkwea

LESSON LV.

muh	sēotse	katyekweasu	keisomeshta
amome	kowweiañye	itye	kaiyowo
shomo	weiye	kakah	nashtēa
eskawa	hama	Frank	sityotse
kowkēne	mame-eko	Brown	zē-heitye

Muh, pokutch, satse immeta tua Frank Brown? Zē sekoma howesthoko Frank Brown tyēka?

Amooh each imme koshto. Frank imme hakĕ thoko kosomeshtansho, shĕ iske each sakwetoñye-mishe kayawateie, shĕ tatskwea:

Haweēma, Frank, stchĕĕeiyo hinome kowweiañyeshoĕ." "O sah," ĕka Frank, "hinome satse itye; hinome soñyese sĕka sosomeshtaīyeshoe."

Shĕ sakwetoñyemishe each ĕtatskwea satse na sityĕkaiechow soñyekonishe skosomeshtanshoe. taah shĕ Frank sotyo tyeyo sakwetoñyemishe each kowweiañyeshoĕ. Itye hishome ñyokutchtyo sakwetoñyemishe each? Imme eihowĕkose kutchañye hutstse tēka. Frank tyochacha eikowweiañyeshoĕñu, shĕ sakwetoñyemishe each satse itye stchutyoko Frank. Shĕ tyuskeitsa sakwetoñyemishe each, "komatsanye tyanata, komatsanye tyanata!" Iske hutstse chaka kutskeitsanishe, shĕ tyomēts kowweiañyeshoĕ. Sko howo satsinye hutstse, mēsho amooh Frank imme stchoshto.

Kwae natsako kanashtēa kanaia minashoh shomo kama howĕse saeikotye?

Hishome pasho sĕka sonyesho shosomestansho. Hishome satse hama noēshaiashoño sakwetñyemishe each tyēka. Shĕ sakwetoñyemishe each sotsimme howetsoñyeko hishome tēka,

kashe koēshai skete otyekeiame
kashe kowawēsheityēa skates otyekeiame
tyukutatyu sēotsho keisomeshtanyesho kanashtēa
tyukutyu sawatsho keisomeshtanyesho { kanashtēa / kanaia

LESSON LVI.

sitchu	pitya	sitchu	kavayo
ĕka	ţokuts	katchuiţţye	otyekeiame
ţyēyoskuţţye	mistchits	konuputsţa	nashtēa
kowtseţokeitshe	soyanaka	George	sekoma

Muh ţua kavayo tawa añyĕtse! Eka kavayo imme Jack. Satse kavayo mame misţţyiţye shĕ ţokuts.

Kavayo itye kowsinits, shĕ ñyeinitchtĕako, shĕ ñyomētsko. O, kwae hawēna kavayo itye ñyomētsko!

Satse kana ţyēya ţyacha thick chunuputsţa? Satse imme sitch ţyēyoskuţţye?

Eka ɬua mutyetsa suesish imme George. Mutyetsa thick kanashtēa kowooh ɬua katchuitɬye.

Itye hishome ñyokutchɬyo kanashtēa? Kanashtēa imme howĕko kushtye kutchañyeka.

George imme mame tawa mutyetsa. Imme George kuts kusheitye kaape, kanashtēa seutye ɬua kavayo patyatseoma.

Howetsthok George nityako katyashe kavayo. Imme George howkowɬa shome kavayo kamashtye, shĕ ĕkatsa: "ɬoeēma, ɬoeēma, Jack!"

Shĕ itye Jack nówtyetyo George tyēka? Satse ñyotyetchtyo ñyomētstyo kavayo?

Sah, kavayo satse ñyotyetchkoño ñyomētskoño; kavayo ĕko George nityaseomanishe. Muh, kavayo sēokutch George shĕ satse kotyettyo komētso.

Hishome hama tyu chokwea kavayo tyēka stchu? ɬua imme mame tawa kowēshaiyañu.

Hishome itye ñyokutchtcho otyekeiame kamastye ishshuya kaikoiya George?

George seutyekeio ɬua otyekeiame katyashe kavayo. Shĕ George tyu kokwea katyashe kavayo tyēya.

George imme amoko katyashe Jack, shĕ Jack mame amoko George, stchĕ George imme mame tawatsa kavayo tyēka. Stchĕ howe tawa hutstse koh amoñyoko zē kashe katyashe seio thick kashe katyashe amoñyomatseoma.

LESSON LVII.

ťyana	katsa	tseeina	satse-hama
kaiatanish	ťotsetch	haťye	sewēstchea
kowwaah	sitťya	sotsetch	saťyumo
kwah	keiots	koso	sekoma

Fanny. O, saťyumo, eika iske mame añyĕtse kaiatanish! ĕshoño kotchowēstcheaño ñyoťyaťye-ťyoma hinome kaiatanish.

Henry. Haťyeka, sakwech? Hinome satse itye ñyokutchskoño kaiatanish. Zē kwetse imme ťua kaiatanish?

Fanny. Hinome satse skoñyemo zē kwetse imme ťua kaiatanish, sko ťua kaiatanish imme mame añyĕtse shĕ natyase hinome natse weisťañye ťyēka ťyu nokse.

Henry. Shĕ, hinome sēokutch kaiatanish weie. Hinometitch satsotsinñyēya sē sēyo kowwatsa kaiatanish. Hishome satse itye chokutch kowwatsa?

Fanny. Hēma, hinome sēokutch. Eikowwatsa tyu seĕh nawēka. Shĕ nowatyow kowwatsa thick nawēka.

Henry. Sah, sakwech, satse itye hinome nityaṭa skosatya kaiatanish, ko thick satse kowwatsa, ko thick satse nawēka.

Fanny. Sekoma, satyumo? Hinome mame s'kotsipa natyasinishe mame ṭua seio.

Henry. Sko mame satse tawa saow nochowaskonishe kowwatsa iske kaiatan'sh. ṭua kaiatanish mame añyĕko ñyeaṭakonishe seshṭaiyañyesho, shĕ thick nowaakonishe kuwatsa tyu.

Fanny. Shĕ, satyumo, hinome satse styotsipatyo nawēka. Hinome satse skoṭoñyemo satawatyeshe skeiatyako skweatyeow nawēka.

Henry. Imme satse tawa, sakwech, heya sotsñyechaskonishe añyĕputtye kaiatanish. Satse hama itye natsotsitchṭa skosatyo sotsimme kaapsho kaiatanish tyĕka.

Dios koeach kaiatanish heya natsakonishe,
Shĕ ñyeyoko iske kuwatsa ko isk kuwatsa;
Imme Dios howĕse kaiatanish, keitshotseyaṭa,
Heya natsako shotsinñēya ko thick sotsinñyēya.

LESSON LVIII.

kuskeio	tyukototsta	eiyañyese	haweme
amoko	koēshai	mashatsa	añyĕtse
amoko	kokutch	karñyero	howetsthoko
sa	karñyero-washtye	hapostche	sekoma

Iske karñyero shĕ katyashe karñyero washtye. Kwae mame añyĕtse shokutchow!

Satse hishome amocho iske suesish karñero washtye? Satse hishome shotsipa iske karñero washtye sewasho?

Nowēchako iske karñero washtye anyĕtse sewasho?

Tua karñyero washtye mina sho iske tyue domēkoka; sko imme itye ñyomētsko, tyunototstaka, shĕ noēshaiko. Karñyero, kanaia, mame pashoseoma karñyero washtye. Muh mame howĕko kanaia tyēkaka. Mame amoko karñyero kowwashtye? Ha hēma mame amoko karñyero kowwashtye. Satse sēotsipattyo kowwashtye tyĕĕ ñyenitchtēakonishe. Karñyero kokchaño iske tēya howetsthoko kowwashtye tyēka, shĕ karñyero hakĕh ñyomētsko yanye kowwashtye tyēka pashoñyoko. Shotoñye hishome sekoma? Shĕ mēka tēya koowatchtēya karñyero washtye imme heya. Tua mēka tēya koowatchtēya karñyero thick. Ko thick karñyero itye noyo pashonoko tēya tyēka: sko satse itye karñyero washtye.

Satse hishome chotsitchta shokchow iske tēya kaowta tua karñyero washtye.

O, kwae anyetse, anyetse shokutchow,
Okchañye karñero washtye suesish,
Hapostche koseñyeshe haweme, mame washats shĕ stchumuts
Koēshai, howĕko kanaia tyēka.

sēokutch naia sototsta howĕko
kokutch naiatyemishe kototsta howĕko
sēokutchow karñyero-washtye satyah zē-howetsĕyo
skokutchow karñyero-washtyitch katyah zē-howetsthoko

LESSON LIX.

waksh-washtye seio ityc waksh-washtye
stcbatchu kutchtyashe pitya sēotsho
tua showētse sineichañye howĕko
nowya kaikoiyañna kopeits howēko
sineichane wĕĕ-haño skotsipa seiasomeshta

Hamasho lesson ĕkatsa iske karñyero ko iske karñyero washtye. Tua lesson imme ĕkatsa iske waksh ko thick kowwashtye waksh wastye.

Muh waksh ko kowwashtye. Chineichañye hish-ome tua waksh ko kowwashtye immeĕh añyĕtse kwae karñyero ko karñyero washtye?

Eka ţua waksh washţye imme bosetsa. Kwae seutchu imme ţua waksh washţye!

Chineichañye hishome ţua waksh washţye nityashonishe nowţyekonishe samashstcheñyēya?

Sah, waksh washţye satse nowtyekoño. Shĕ waksh washţye imme komēts immeĕh hishome nityashoñye. Iske seie waksh washţye kokutch iske mutyetsa howetsthoko waksh washţye tyēka. Itye hishome ĕnatsacho kwetsetchanshe waksh washţye? Imme waksh washţye komēts tyĕĕ ḥawēna itye. Mutyetsa thick komēts mame hawēna.

Waksh imme kokutch mutyetsa, shĕ komēts mutyetsa tyēka. Imme waksh stchowa satchañyēya, imme ĕnatsako: "Pame pitya sowwashţye; shĕ hishome shetyako sowwashţye, hinome nityowashoma sachañyēya hishome tyēka." Shĕ mutyetsa seutyesho waksh, shĕ komēts tyĕĕ. Satse mame sakweţoñyeme mutyetsa sĕka nityakonishe iske waksh washţye?

naskeine seopeits skokutch sityachane
zē kopeits kokutch sityachane
karñyero washţye shoēts sowţyumitch kokchinkwea
nowya showēwēts kowţyumitch kwakchinkweana
sitya sineichañye kaikoiya seiasomeshţa

LESSON LX.

katsipaṭye sēkstche kowṭyumitch satse-koṭañye-chow

tawa yanye katsa satse-hama

koeach sēṭyanawēṭa seuṭyesho thickinah

keikoiya satse-koṭoñyemo sewēstchea seiasomeshṭa

O, zē kotsitchṭa, kotsitchṭa kokutch imme ṭua! Iske mutyetsa imme ka iske oshṭyatthuts sakowṭyumechañyeshe ṭyēya kanaskaistchu kasṭyatthuts!

Sekoma eiyañyese kutchanye keisomeshṭa ṭyēka? Zē imme sotsimme kwetsetch ṭua mutyetsa?

ṭua imme satse tawa mutyetsaow. Imme katsa sēṭyanawēṭa eikeisomeshṭansho ṭua mutyetsa. ṭua mutyetsa imme tseotsipa sañoṭanitchkonishe, shĕ satse kowṭyumitchow kashe sityachane.

Satse immeĕh eĕtye iske satawa mutyetseshe? Seio tawa mutyetsapa satse immeĕh howpa sekweaño. Chineichane hishome ishe tawa mutyetseshe itye amoñyotyo iske sotsimme mutyetseshe? Itye seisomeshtanshe amoñyomatyoma imme tua satawa mutyetseshe? Hinome sineichane sah. Satse howe itye amoñyokoño sotsimme mutyetseshe. Satse howe itye amoñyokoño tua sotsimme each. Tua mutyetsa sēotsipa nowēskomush kowawe kamashtyañyēa, stchĕ kowawe kukañye kopotsanshe tyēya. Itye hishomc ñyokutchtcho kowawe? Hishome itye ñyokutchtcho kwae tua mutyetsa kwēskomastcheshe kowawe kamashtyeñyēya? Amooh mutyetseshe! Hinome sēokame keika imme tawa ñyowtyumitchkonishe, shĕ satsena hama itye nostchatsutskoño sakowtyumechanshetyēya. Dios mame amoko tawatsapatshe each, Shĕ hishome Dios shotsetokeio, shĕ sityotse tawa ñyĕnitchtēasho tawa notsitchtasho.

satse-howpa koeach satse-etsetchow tawa-etsetch
sah seio-koeach satse-etsetshow tawa-etsetch
sēokame kwēskomasha satse-tseeina tawa-koeach
eiyañye amoko shamatsetch kotsots
sineichañye amoko shamatsetch kotsots
tyukotatye amoko shamatseakwea kotsotsta

LESSON LXI.

ĕkatsa	sēotseko	atyĕmatsetch	ţomaetsetch
wēţyetsats	wak	yokotsetch	keimats
eatsanye	wĕĕtitch	sĕka	satyumo
sotsimmetsa	sēotseko	onatyestye	konaskuts

Ellen. Muh, naia, muh musa zē sotsetch! Satse tawatsaow musa! Satse hama hinome itye musa ţyēka ñyewēstcheastchomaño.

Nnia. Hishome satse hama itye ñyewēstcheastchochoma musa ţyēka? Kutchţyashe anyĕtse musa! Keimats, hishome satse itye ĕnatsashoño ţua. Zē kwetsetch musa?

Ellen. Sekoma, naia, musa sotsetcha sawak. Muh, wak kanaskai yokotyetch, shĕ kownatyestye seio atyĕma tyeiatch.

Naia. Hinome imme mame sotsitchta, samak. Shĕ kwae itye musa tseeina kutchawak?

Ellen. Hinome howĕh sutyĕya satyumo Lewis sowēshaiaño, shĕ hinome eisinasekwea sawak. Musa eie kokutch sawak, shĕ kattyetyowe atyematseshow. Shĕ, hatso sañyewēstchēaskoma musa tyēka!

Naia. Pame, samak, pame ĕchatsa hĕĕ sotsimme eatsanye. Satse hishome itye sotsimme ĕnatsashoño musa tyēka, shĕ hishome noyo kochotseko.

Ellen. Shĕ, naia, sekoma taah ĕkutchtsa hishome?

Naia. Stchĕ, musa satse kotoñyemo sotsimme eñyechakonishe kowēshaianishe kutchawak tyēka. Shĕ hishome shotoñye sotsimme eñychashonishe eisina shekweañu kutchawak.

Ellen. Shĕ, naia, hinome imme sotsitchta hinome musa sēopeitsanshe. Satsena hama hinome thickina immeĕ enyechaskoño, shĕ hinome weie mame amoñyose musa kwa immeĕh amosinishe.

saatse sotsimmetsa kotanitch kowētyumechañye
ĕka stchats atyematsetch keiots
sēotseko sēhaño sotsetsetch ĕkatsa

LESSON LXII.

tseaṭa koskeits sewēstchea kowsēnits
tsēei koawēsheiṭyea sewēstchea komētsṭa
kashe sowaka-hashoēme maēma sēṭyanawēṭa

Kakaanye each koaskeitsṭa sewowstchea,
"ṭyana suna chupkunñye, shĕ keisomehṭansho sētsemu!"
Muh each, immeĕh each ṭohawēna tsekweaṭa,
Kaiapetsṭa kachuityeĕse tinyeañu hawe tyēkaĕh.

Sewowstchea, mame koawēsheiṭyēa makutsapa ko mutyetsapa,
Kotsotsitchṭa skowwēshaaianye shĕ seiotse skowwēshaaianye,
Sowaka hashoēme, kaiyeityesheyotsṭa, shĕ sitya-chane:
Shĕ, kwac sewowstchea immeĕh noyo howpa!

"Weie iske kotots hawe," ĕkatsa Harry,
Shĕ heya kakwech ñyoyowtchowēko;
Shĕ kotots, mame stchumuts shĕ mame kotots,
Kēspatatsa kakwech, shĕ yae teēka kuyotsa.

Kakwech Florence, sēotsipa owēshaaianye,
Shĕ suesish kamastyeñyēya koeach iske kotots,
Shĕ kwēowchowē katyumo Harry;
Sēei kotots hawēna thoko, shĕ kuyotsa sēshoño
[katyumo

"Hinome chownatyume, amooh satyumo?"
Sēopeta kakwech, komētsta howĕko;
"Chownatyume hinome? sa maēma," ĕkatsa Harry,
"tua imme tomah koēshai hinome tyēka."

taah tua each suesish kanitchtēa,
Kowsēnits kamaĕse eitinyeañu imme hawe tyēka;
Tsētyanawēta, koawēsheityēya, eihēañye kashe
Mame sewēstchea, sewowstchea, shĕ añyĕh.

koskeitsta	añyĕta	satse-kuyotso
spĕta	nowēshaiako	satyumo
koēshai	hawēna	Florence
etsetch	kowēshaiatata	kotsitchta
kattyechowē	each	kamaĕse

LESSON LXIII.

sinaɬa ɬotsekwea yaeh tyĕimme
each iske-tawatch nowya hamasho
sowkēne sewēstchea sityachane nashtēa-naia
sowkēneɬyemishe keisomeshɬa seiasomeshɬa each

Zē! seioɬa ɬua sityachane? Howohɬutyĕtyu seio sityachane ɬyēka?

Heitye iske ɬyue tawatch sēyaɬyutshe hishome satse itye ĕnatsashoño sityachane. Shĕ weie hishome seio itye ñyokutchsho Tseia Sityachane.

Shĕ itye hishome shame ñyokutchtcho sityachane? Itye hishome howĕnetchatcho seio eatsanye? ĕnatsatcho hishome ha?

Shĕ hishome itye nasho Natse Stchei Sityachane. Satse hishome chowēstchea tyĕimme nutashonishe natse sityachane? Mame nowyatsapa each kanashtēa kanaiatyemishe mame amometsapa satse itye keatchtyemishe hakĕh ñyeyatchawanakosatyow keisomeshtañyeshoĕh. Satse hishome chotsitchta tua amooh each? tua amooh each satse itye anyĕtse sityachane nuchashe kosatyo, ko thick satse nowatyumitch kosatyo sityachane, hishome showtyumechanshe. Satse mame tawatsaow kutchanashtēa kutchanaia imme howoh ñyekwea kutchomanishe hishome keisomeshtanshe, shĕ thick ñyēnatakonishe natse sityachane shotsinñyēya hishome tyēka? Satse hishome itye ñyeyotseyashoño keisomeshtansho? Sĕka onye sityotse ñyotoñyeshonishe kutchashe sityachanishe. Shĕ hishome tawa each kutaow, shĕ sĕka shoño nowtyumitchshonishe, shĕ kutyēsomeshtanshe ñyewēstcheatseoma hishome tyēka, shĕ hishome kutchawētyemishe ñyewowstcheatsewachoma. Shĕ hishome kutchama ĕse thoko, hishome itye ñyepĕtasho iske Natse Stchei Sityachane. Shĕ amoñyosho tawa natse sityachane kutchashe, ñyotyesho tua sawēñyetseshe Sityachane howe amometseshe each howe saitye ñyinatakonishe iske tyēka.

Shĕ weic, suesish sowkēne, sutchashe ĕnachatsa sochosatshe seio hishometitch tyēka mame tawatseshe Shuoweshats

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Suggestions for Sewing Societies in preparing Boxes of clothing for the Albuquerque Indian School.

A year's outfit for a boy in the Albuquerque School.

3 Coats 4 Pants 3 Vests 2 Shirts cotton 2 Shirts flannel 5 Pair Socks 3 Pair Shoes 2 Pair Suspenders 3 Hats, Comb, Handkerchiefs etc.

To furnish a bed in the Albuquerque School.

1 Bed Tick 2½yds by 1½yds 4 Sheets 2¼yds by 2yds 4 Pillow Cases 34in. by 21in. 2 Pillow Ticks 1 Blanket 2 Comforts.

A year's outfit for a girl in the Albuquerque School.

For Summer use.

3 Undergarments, unbleached muslin, 2 Skirts 3 Dresses, good strong material, 4 sleeve Aprons, blue gingham check, 4 pair Stockings 1 Sun Bonnet, blue gingham check, Comb, Handkerchiefs, Thimble, Scissors etc.

For Winter use.

2 Undergarments, canton flannel, 1 Flannel Skirt 2 Dresses 2 Night Dresses 1 Woolen Hood 1 Shawl, Mittens etc.